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SCHOOLS



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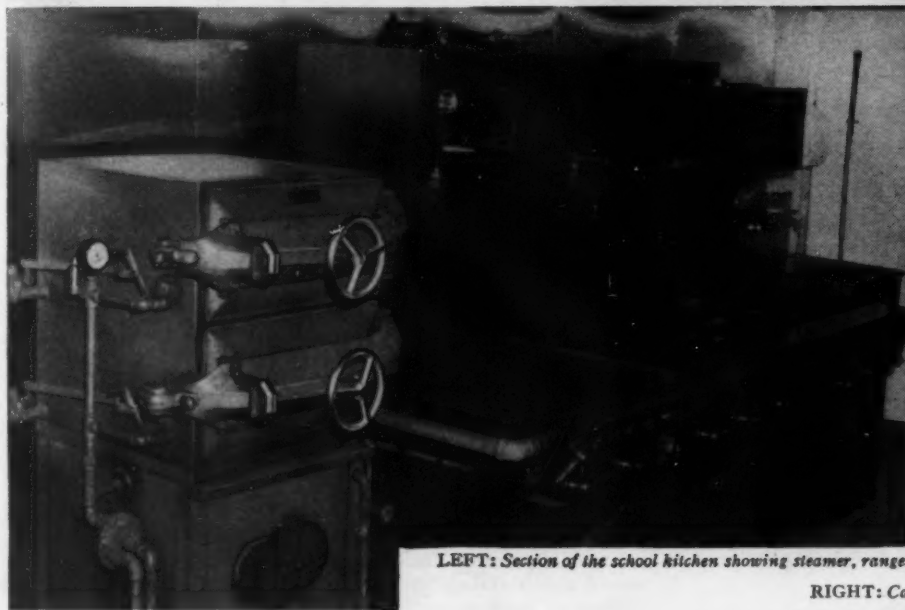


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LEFT: Section of the school kitchen showing steamer, ranges and broiler



RIGHT: Cafeteria serving tables ready for the mid-day rush

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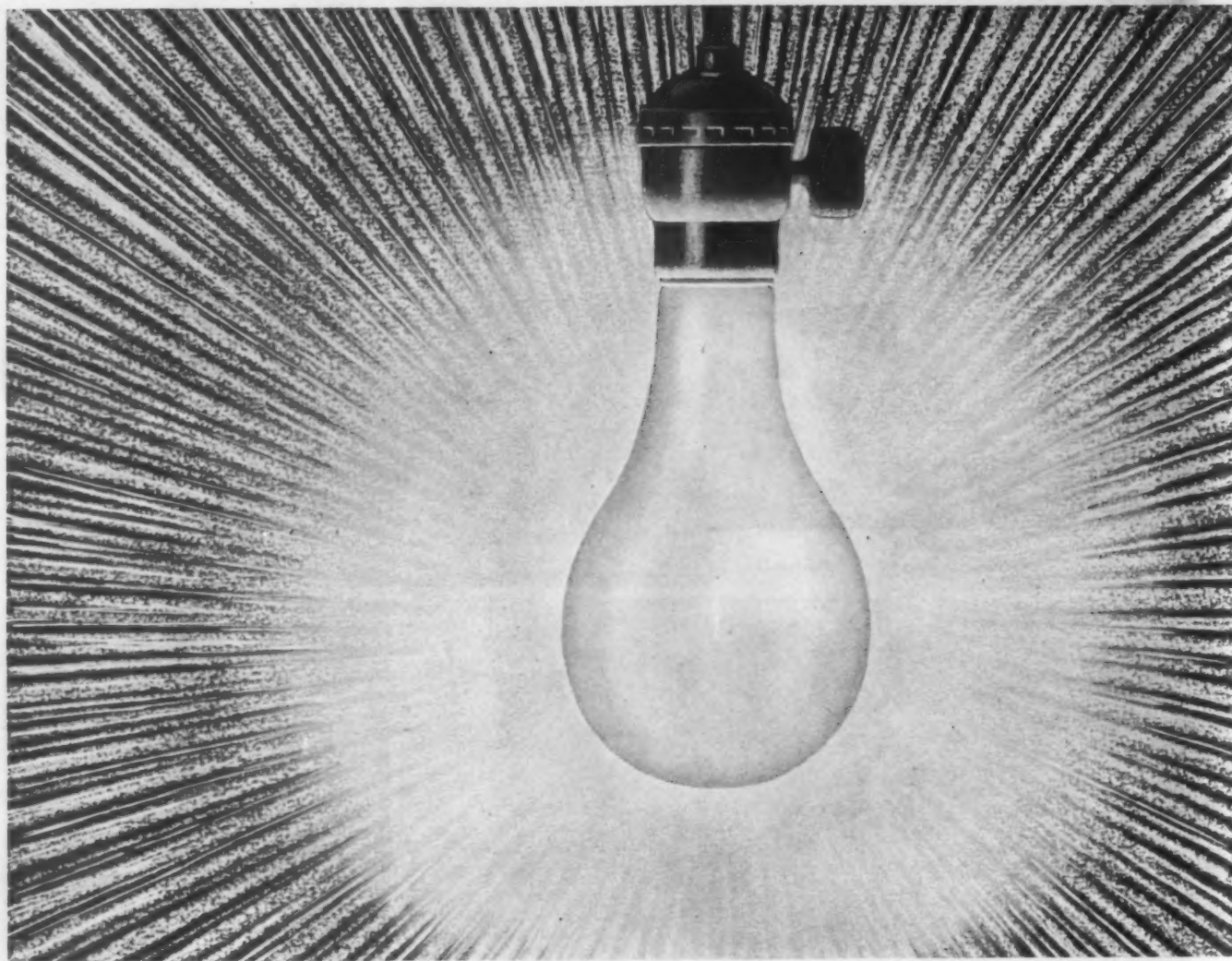
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HEADLINES

O.P.A. OFFICE FURNITURE

Immediate shutdown of 1642 O.P.A. price boards will make a large quantity of surplus desks, chairs and filing cabinets available to educational institutions. The F.W.A. is taking over all surplus property in these offices for immediate distribution to institutions at 5 per cent of the appraised value, except for typewriters which will be sold at the 40 per cent discount.

TEACHERS STRIKE

Members of the A. F. of L. Minneapolis Federation of Men Teachers voted recently to go on strike after their demands for salaries of \$5000 were rejected. (Story on page 74.)

SURPLUS PROPERTY

Twenty-one national educational associations recently protested to the House surplus property committee against the handling of war surplus material for schools. Protests were made specifically with regard to the schools' No. 5 priority rating and the 40 per cent discount. (Story on page 70.)

TEACHING SITUATION

In New York City, teachers are continuing to resign in increasing numbers. The cause is thought to be dissatisfaction with salaries. Many are taking extra jobs to enable them to meet the rise in living costs. (Stories on page 72.)

The New York Teachers Guild, A.F. of L., blames the low morale of teachers on an outmoded examination system.

The N.E.A. in a recent report states its belief that the tide is now ready to turn in the direction of a larger teacher supply in the future,

pointing out that the percentage of teachers receiving salaries of less than \$2000 has dropped from 59.8 last year to 5.37 this year, the number of teachers has risen and the number of emergency teaching certificates has dropped. (Story on page 70.)

The New York City board of education has approved a single salary schedule for all high school principals, providing a starting salary of \$8500 for principals of schools with 35 teachers and permitting increases to \$10,000 for principals of schools with 50 teachers.

SINGLE TESTING AGENCY

The proposal has been made to the Carnegie Foundation for the Advancement of Teaching that the College Entrance Examination Board and other nonprofit testing agencies operating on a national basis join forces in a single educational testing commission. (Story on page 74.)



The New York Institute for the Education of the Blind in New York City has opened a nursery school for blind children under 5. Through their sensitive fingers, the children get to know the soft fur, long ears and silky whiskers of a white rabbit.

SCHOOL ACCIDENT COSTLY

A boiler explosion in a consolidated rural school at Baroda, Mich., cost the life of one pupil and injured 18 others. It ripped off one wall and the ceiling of the school, where 260 children were attending classes. A 16 year old pupil was firing the boiler in the absence of the janitor.

POLITICAL IGNORAMUSES

Dr. George Gallup, head of the Gallup Poll organization, in a speech at Philadelphia stated that millions of political ignoramuses are graduated from high schools and colleges each year.

BUILD OWN HOUSES

Seven teachers at Main Township High School, Des Plaines, Ill., are beating the housing shortage by putting up their own aluminum prefabricated houses with the help of the superintendent and other sympathizers. (Story on page 72.)

18 YEAR OLDS REGISTER

All youths must register for military service on their eighteenth birthdays, regardless of the fact that they are not liable for training and service until they are 19 and regardless of the fact that there will be no inductions until after January 1. (Story on page 66.)

MORE SURPLUS BOOKS

The Veterans Administration has obtained 1,600,000 books from the U. S. Armed Forces Institute to add to the 600,000 other surplus books still available to school and colleges for their veteran students. (Story on page 68.)

NAVY R.O.T.C. PROGRAM

The navy plans to expand by 5000 men its Reserve Officers' Training Corps and Aviation College program. (Story on page 68.)

For full news coverage of the month, see news section beginning on page 66.

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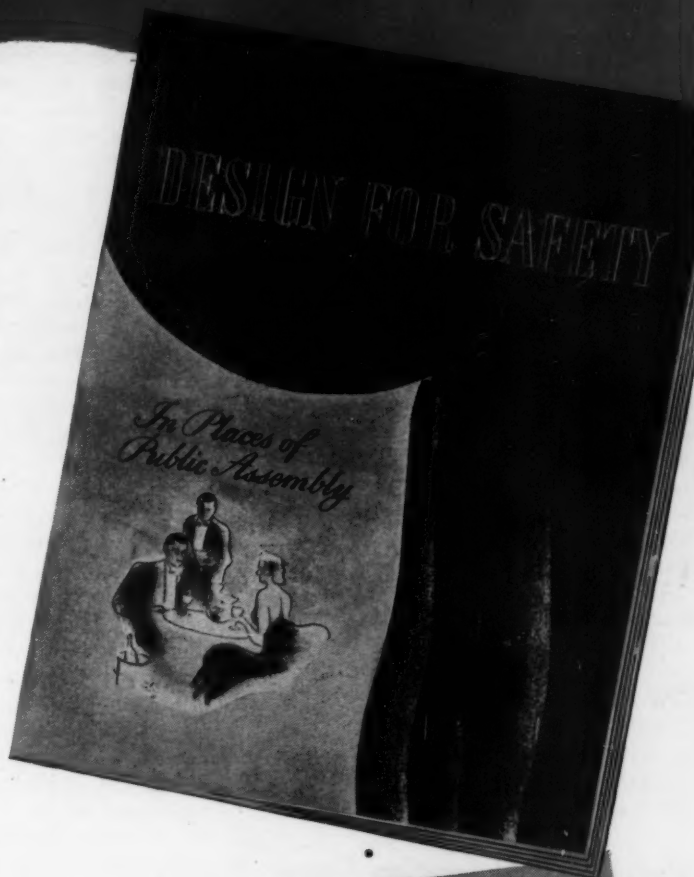
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THE ROVING REPORTER

Pupil Speakers' Bureau

East High School in Cleveland has a pupil speakers' bureau, a project worked out by Herbert L. Ballentine, public speaking teacher, for developing the art of public speaking in his pupils and giving them the poise and confidence necessary for success in this field. Pupils develop talks on subjects of their own choice, making full use of clever introductions, humorous illustrations, an outline background and forceful conclusions. They discuss chiefly matters of etiquette, boy and girl conduct and personality. A list of 20 subjects is submitted to homeroom teachers from which pupils choose the talk and speaker they wish to hear.

Talks are given without notes and pupils are successful in gaining and holding the polite attention of their audiences. Boys and girls who are inclined to carelessness in dress show a marked improvement in appearance on the days they have "speaking engagements." The project is felt to have distinct educational value both for the young speakers and for their audiences.

The most popular subject this past year was "What Girls Expect of Boys on Dates" for boys' rooms and "What Boys Expect of Girls on Dates" for girls' rooms. Other subjects included "Etiquette on a Dinner Date"; "How to Apply Makeup"; "How to Carry on a Conversation"; "How to Make Your Party a Success," and so on.

Conservation Education Camp

A conservation education camp, the first school of its kind ever held in Indiana, was conducted last summer at the Versailles State Park under the direction of Howard H. Michaud, department of forestry at Purdue University. Students ranged from primary and intermediate grade teachers to administrators and vocational agricultural teachers. With the out-of-doors as its laboratory, the school emphasized in an organized way the value of conservation of soil, water, wildlife and forests. The course of study included such topics as land use patterns in Indiana, the effect of land use by man, the geological past, the potential productivity of land, the science of ecology and its relation to man and his environment.

They Learn About Religions

Here's one teacher's conception of religious education as put into effect by Mrs. Curtis Moe, second grade teacher at John Hay School in Minneapolis. In her class of 36 pupils, there are 24 Jews, seven Catholics and five Protestants. Mrs. Moe arranged visits to nearby synagogues and Catholic and Protestant churches where the pupils heard the tenets of the three churches explained by rabbis, priests and ministers, respectively.

Booklet for Principals

Herman J. Browe, deputy superintendent in charge of elementary education for the Detroit public schools, believes that the first step in successful interpretation is keeping the elementary principals fully informed concerning everything of interest in their immediate area of responsibility.

Prior to the opening of each school year, Mr. Browe presents to district and building principals a well organized mimeographed report which includes a classification of their duties, the directory for the current year, the school calendar, record requirements, the elementary salary schedule, a list of promotions and transfers, a progress report of the preceding year, a teacher's guide for planning and scheduling, news concerning the school plant and many other worthwhile items.

These books of information are kept on file in every principal's office and are easily available to both principals and teachers. There is no longer any reason for the elementary teacher and administrator to be ignorant of major policies or procedures. Mr. Browe will be glad to send copies of this report to interested administrators as long as his supply lasts. His address is 1354 Broadway, Detroit 26.

Who Wants to Be a Lone Wolf?

Few will find this lonesome state attractive after reading the clever little pocket-sized booklet put out by the Michigan Education Association to recruit new members. Written by one who modestly signs himself L.C.F., it is not an expensive job of printing but its illustrations, one to a page, and humorous story invite one to read through to the end of the booklet.

Because it is applicable to so many other situations, we are reproducing the story and a few of the illustrations.

The Lone Wolf Bear a fable for skeptics

This is the story of the bear who decided to be a lone wolf and *not* join the Better Bears League.



From behind his lone wolfness, he watched the other bears read their journals, collect on their Bears League insurance, attend their fall conferences and work together to get more honey



for all bears, including him. He watched other bears grow through group discussion and get

better jobs through their placement bureau. And the lone wolf bear knew he should be taking part. But he didn't because he thought he was smart! He *had* a good job! And he'd saved the membership fee in the Better Bears League by not joining! He was a foxy lone wolf bear.



Then one day it happened! As the last straw that nearly broke his back and did open his eyes, the lone wolf bear found himself in a beautiful jam—one that was hard to get out of.



Through no real fault of his own, he lost his job and the bills piled up and up.

Now, had he been a member of the Better Bears League, the league could have gone to bat and helped him get a square deal. But their hands were tied. They wanted to help but they couldn't because the bear was a lone wolf bear. And so the bear reformed and joined the Better Bears League and lived professionally ever after. Moral: For Heaven's sake, don't be a lone wolf! Be a real bear and join your [state education association] today.





●●● said the school superintendent as he proudly posed beside The Nesbitt Package. And he wasn't kidding — he was one of those who *had* suggested to Nesbitts the idea of a classroom ensemble for health, comfort and utility. So we obliged and packaged air and space in one whole: we integrated steel Classroom Shelving and Cabinets with the Nesbitt Syncretizer Unit Ventilator and the Nesbitt Convector. Like all developments that grow from everyday needs and experience, The Nesbitt Package is practical. It supplies clean, fresh Syncretized Air; it provides adequate storage facilities; and it places this space-saving, economical ensemble within the reach of every school budget. Like to know more about The Nesbitt Package? Write for Publication 249.

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QUESTIONS *and* ANSWERS

Noon Hour Supervision

Question: I should like to know how city school systems have solved the problem of noon hour supervision.—L.N., Mich.

ANSWER: In our secondary schools we have a continuous program with a staggered lunch period. The lunchroom is supervised by teachers who are given that responsibility as a part of their assignment. For pupils who require less than the half hour allotted for eating their lunch, noon movies are operated. The admission charge of 1 cent covers the film rental and other costs.

In the elementary schools most of the children return to their homes at noon. In a few schools, where pupils are transported, lunch facilities have been provided, usually in cooperation with the parent-teacher association. Teachers there are also assigned responsibility for noon duty.—WILLARD E. GOSLIN.

School or Parents Liable?

Question: The parents of our grade school pupils like to have them play on the school grounds after school. We are unable to furnish supervision for this play and yet are we responsible until those pupils have made contact with their homes? If they make contact with their homes and then return to the schools grounds, the responsibility for them then devolves upon the parents. Am I right?—M.G.B., Wis.

ANSWER: If this question refers to legal responsibility, it is difficult to give a categorical answer because the answer will depend upon the facts of the specific case. In Wisconsin, school districts are not liable for negligently caused injury, apart from statute. There is a statute, however, which may cover this situation.

The "safe place" statute (Wis. Stat. 1945, Chap. 101) requires every owner of a public building so to construct, repair or maintain such public building as to render it safe to persons using it so long as they are not trespassers. This statute is applicable to school districts. Under this statute as interpreted by the Wisconsin courts, liability depends upon just where the accident occurs. The statute defines "public building" as "any structure used in whole or in part as a place of resort, assemblage, lodging, trade, traffic, occupancy or use by the public. . . ."

In *Heiden v. Milwaukee*, 226 Wis. 92 (1937), injury due to unsafe conditions in the school building itself was held to be under the statute, and the

school district was held liable. However, in *Lawver v. Joint District*, 232 Wis. 608 (1939), injury caused by a falling flag pole in a school yard was not covered by the statute and the court ruled that "clearly the school grounds . . . cannot be considered a public building . . ." under the statute. And in *Ginde v. Watertown*, 232 Wis. 151 (1939), a slide in a public park was not a "public building" within the meaning of the statute.

On the basis of these two last cited cases, the Wisconsin attorney general has said that a school district's liability under the "safe place" statute "is only for injuries caused by defects of construction or maintenance of the school buildings and does not extend to the school grounds, flag poles, playground equipment and the like" (Opin. A. G., Wis., 1942, Vol. 31, p. 176).

Thus, there are two reasons why a categorical answer cannot be given to the general question. First, as a matter of law, the "safe place" statute has been interpreted rather narrowly and liability depends upon just where the accident occurs. Second, as a matter of fact, where the statute does apply, it is generally a jury question as to whether the school district has complied with the statute and provided a "safe place."—HARRY N. ROSENFELD.

Too Large for One Teacher

Question: Our first grade is too large for one teacher and too small to justify two teachers. Is there any satisfactory method of solving this problem with part time instruction?—C.D.L., Pa.

ANSWER: Since no number is given as being "too large" or "too small," it seems necessary to clarify that point first. It is generally accepted among those concerned with early childhood education that a group of beginners should never be larger than 35 and should be kept between 20 and 25, if possible.

Two methods of helping this situation might be:

1. Rearrange the primary grades so that part of the first grade is combined with part of a second grade.

2. After careful study, make a group of those children who need a modified kindergarten program rather than the regular first grade program. These children could then report for the morning session only, during which time they would receive a carefully planned pro-

gram. The other children would report for a full day. They would have a carefully planned instructional program during the morning session but would receive the teacher's full attention during the afternoon session.—LEVERIA L. POWERS.

Leisure Time Activities

Question: What can high schools do for teen age pupils to help them employ their leisure time out of school?—E.B., Tex.

ANSWER: The public school system of Pennsylvania is emphasizing properly supervised leisure activities for both teen age pupils and out of school youths. The Pennsylvania school laws make any type of instructional, recreational and social service maintained primarily for out of school youths and adults an integral part of local programs of free public schooling, with state aid equivalent to that of day schools, ranging from 33½ per cent to nearly 100 per cent of the minimum salaries of teachers and recreational leaders.

Many school districts maintain a community program of free public recreation in which both out of school youths and teen age pupils participate, including community centers and all other types of recreational activities.

In addition, virtually all secondary schools include in their curriculums a highly diversified program of extracurricular activities intended solely to develop hobby interests and to stimulate wholesome leisure occupations, ranging from the fine arts to photography, collecting, radio, aviation, nature study and hiking clubs.

Four-H clubs with their numerous home projects in the fields of agricultural education and home economics contribute much to the social life of pupils and foster a constructive use of leisure.

Intramural athletics are being added to interscholastic leagues and conferences to implant more participation and less spectatorship.

High school teen age canteens are increasing in number, providing wholesome social contacts, with all modern facilities, from snack bars to juke box social dancing and table games.

It is to be expected that in the ultimate distribution of available employment through reconversion, the problem of wholesome leisure occupation for all youths will be greatly augmented. The

(Continued on Page 10.)



High School, Ogden, Utah
Hodgson & McClenahan, Architects, Ogden

Why JOHNSON *Dual* CONTROL means so much to School Building Management

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overall picture of a recurring youth problem already discloses the shadows of crime and delinquency.—A. W. CASTLE.

Is Storm Sash Practical?

Question: Is it considered good practice to put storm sash on school buildings? Is much insulating of old buildings being done?—J.J.VB., Mich.

ANSWER: In general, it is not practical to put storm sash on school building windows, except in extreme cases. The same result can usually be obtained by providing window stripping or, for exposed surfaces in extreme weather areas, the use of double insulating glass may be the best answer.

Insulating old buildings is usually practical only in frame buildings but even here the money used for insulation would be much better spent in replacing the old frame structure with a building of fire resistant construction.—GEORGE H. BUSH.

Recruitment Program

Question: What is the best kind of pupil recruitment program for obtaining candidates for the teaching profession? This, it seems to me at the present time, is the main problem facing education.—G.F.T., Wash.

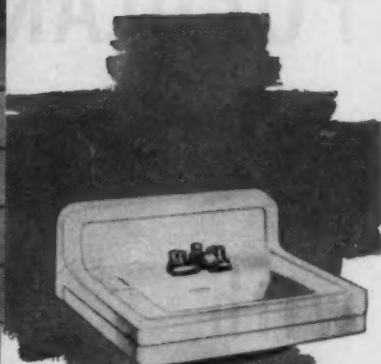
ANSWER: The most effective pupil recruitment program for obtaining candidates for the teaching profession must employ the joint efforts of the public schools, the teachers' colleges and the lay public. The influence of teachers and administrators on the young person's choice of a vocation or profession can be highly significant. The teachers' colleges, because of their faculties, plants and public relations programs, can be influential in attracting young people to the teaching profession.

Perhaps the lay public can be more influential than either of the other two. The efforts of *Life* magazine and the American Legion are examples of the influence that the lay public can exert in behalf of recruiting candidates for the teaching profession.—W. W. HAGGARD.

Wants Better School Boards

Question: How can we get more competent school boards? Would the requirement of an eighth grade education be too high?—W.E.B., Ill.

ANSWER: The people should not be encumbered by artificial distinctions in selecting their public representatives. Many persons of little or no schooling possess in an eminent degree the qualities of selflessness, sense of social responsibility and judgment that are to be desired in such positions of public trust. The best school boards and, indeed, the best schools are found where the people are in closest touch with the conditions, educational values and needs of their community schools.—LEE M. THURSTON.



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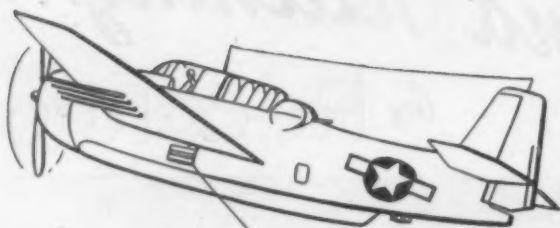
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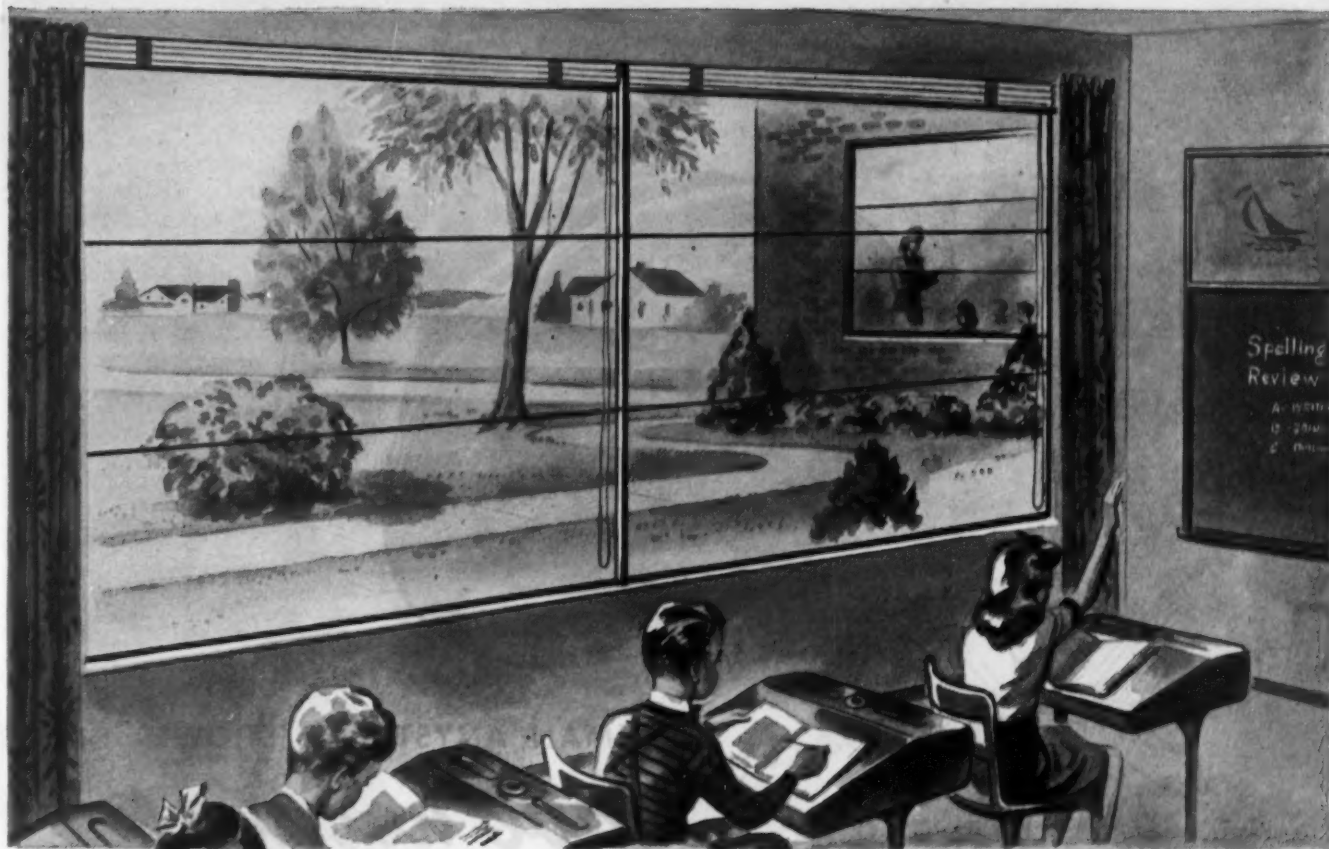
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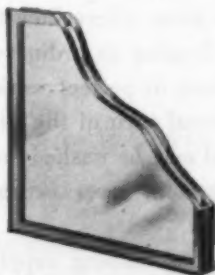
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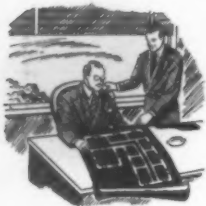
Important steps in laying plans for school modernization are (1) Careful investigation of new developments in equipment and (2) Making selections far enough in advance of installation dead lines to allow for delays in deliveries caused by material shortages.

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The constituent parts of Johns-Manville Unit Construction are built to last as an integral part of the structure. And they're so much easier to keep clean that they bring maintenance expense way down. Their modern attractiveness inspires genuine pride on the part of students, teachers, and parents.

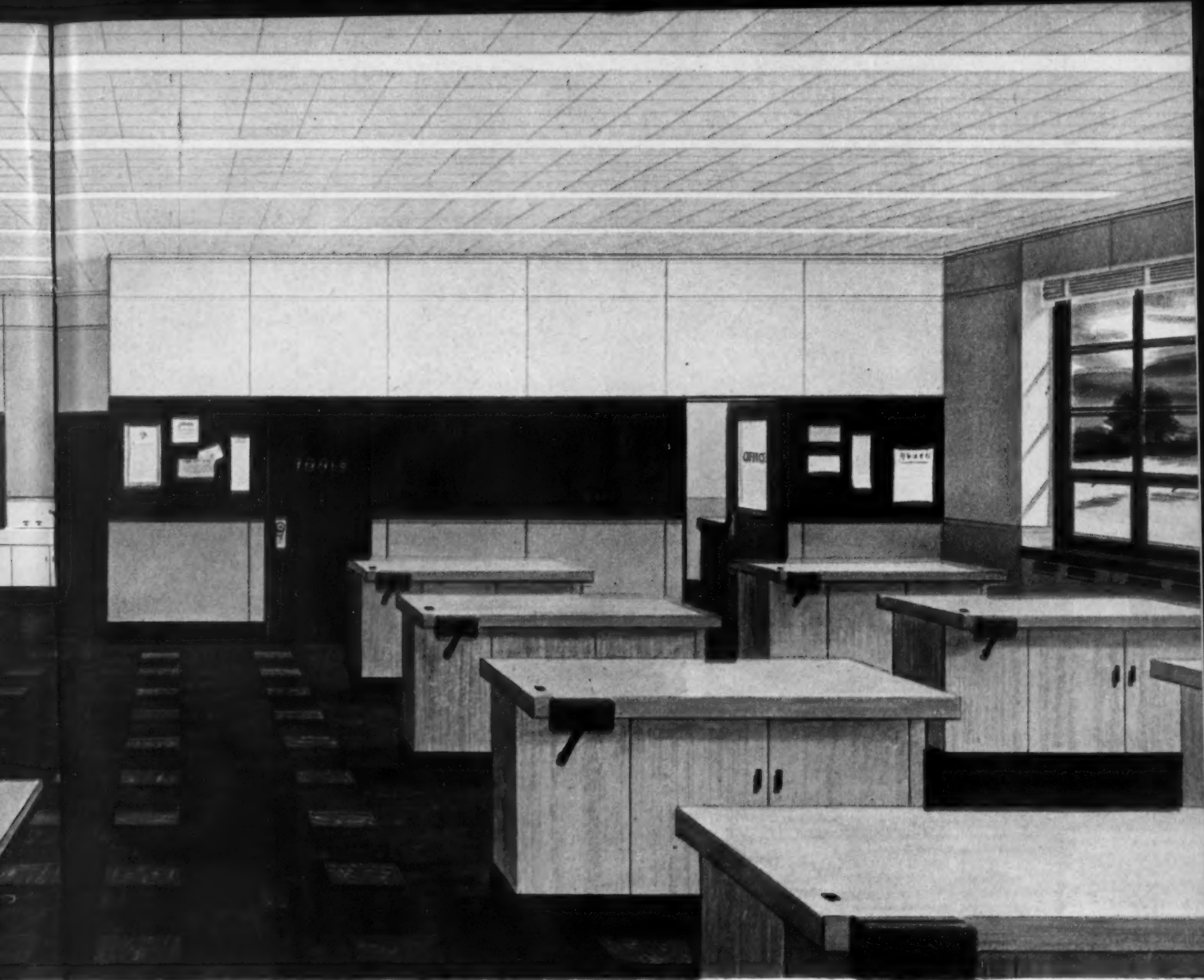
Before planning a new school or converting an old one, write for our brochure describing this important step forward in school design. Johns-Manville, P. O. Box 290, New York 16, N. Y.

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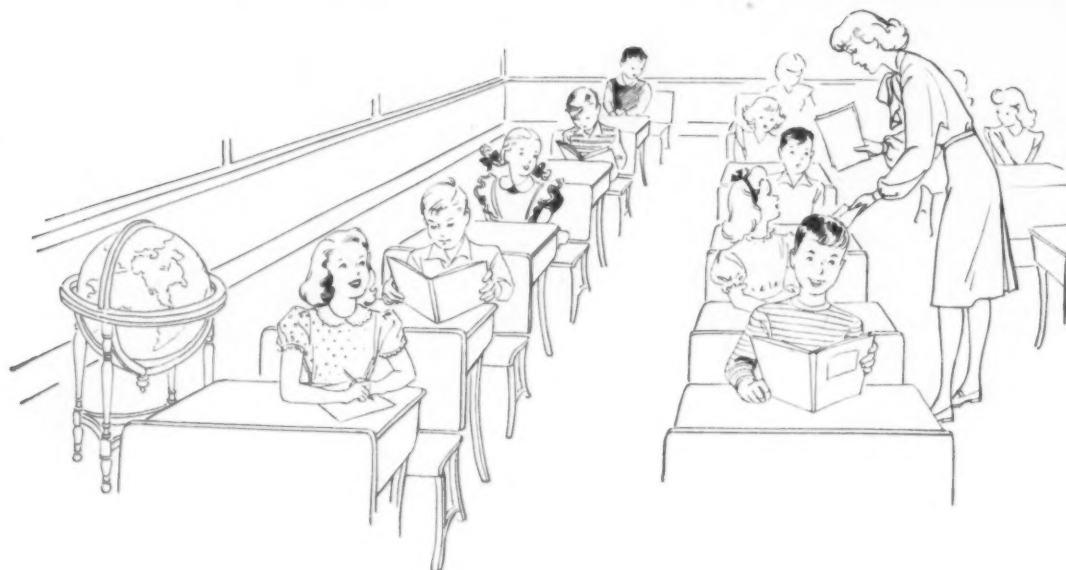
Incredible as it may seem, this beautiful and solidly built Vocational Room can easily be expanded, subdivided, or converted to an ordinary classroom—thanks to the flexibility of Johns-Manville Unit Construction. Note the projection-free lines of the movable, hard-to-mar Transite Walls. And note the Acoustical Ceiling (with fluorescent lighting), which cuts down noise and reverberations that would otherwise distract students and teachers in other rooms. The colorful floor is Asphalt Tile, easy to clean, highly resistant to scuffing, yet resilient underfoot.



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for schools

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MOVABLE TRANSITE WALLS
ACOUSTICAL CEILINGS**

To speed their learning



This is a classroom.

In it are many children and a teacher.

Do all the children have the same background?
No.

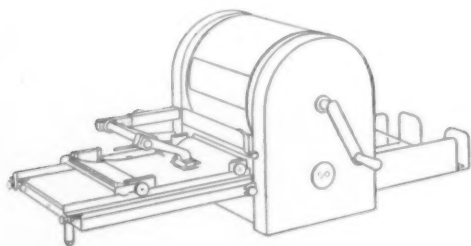
They may not have the same abilities. But they
are all alike in their desire to learn.

What does a teacher need to help these children?

Knowledge, training, patience, a sense of hu-
mor, a love for her work? Yes, all of these.

And to make her teaching effective, she must
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She needs it because she wants each child to
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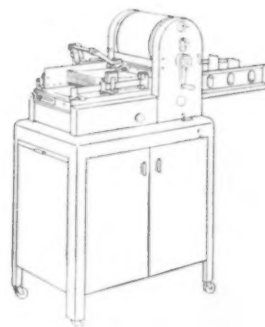
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LOOKING FORWARD

Interpretive Guides

THE School Public Relations Association has recently published a comprehensive annotated bibliography of "Ninety Guides to Better Public Relations" for the benefit of superintendents, principals and teachers. The bibliography, which sells at 40 cents a copy, was compiled by Victor Fred Keefer and edited by Arthur H. Rice of the *Michigan Education Journal*. This valuable publication can be obtained by writing either Otis A. Crosby, 1354 Broadway, Detroit 26, or Arthur H. Rice, Box 480, Lansing 2, Mich.

Spanish Fascism

THE complacent and even conciliatory attitude of Great Britain and the United States toward fascism as it continues to be practiced in Spain and Portugal is causing considerable confusion among American public school teachers. They cannot reconcile this drifting policy with what they learned and had to teach during the war. Since 1939 Americans have been actively combating the concept and the practice of fascism both in Europe and in Asia. Only a year ago we completed the greatest and most costly war in our history to the end that the dynamics of totalitarianism might be destroyed.

Instead of completing the job and destroying the two remaining fascistic governments in Europe, the Administration's policy appears to be not only to tolerate Franco and Salazar but even to encourage actively both regimes. Postwar official evidence derived from German and Italian archives shows that Franco was ready to fight against the Allies. The only stumbling block was the gross greediness of the Spanish dictator. The Germans simply would not pay the price.

Franco's active fascism continues aggressively today and presents a constant threat to the democratic way of life. Trygve Lie, secretary general of the United Nations, considered it of sufficient importance to inform the United Nations Assembly in October that the "fascist control of Spain" was a "constant source of distrust and disagreement among the founders of the United Nations." Lie called for action to restore democracy in Spain. The tentacles of fascism still extend into many countries for the encouragement of existing fascist cells. The statement of President Truman to the effect that Spanish and

Portuguese fascism is not a threat to world peace seems a bit naïve in light of our already bitter and expensive war experience. It sounds so much like our early attitude toward Hitler and Mussolini.

During the early part of 1946 Franco sent Sanchez Bella to South America to propagandize large student delegations from Argentine, Chile, Uruguay and other South American countries and to urge them to attend fascist summer meetings in Spain. The occasion was the nineteenth international meeting of the Catholic students' organization. Franco not only paid for the promotional work but also financed the meetings held under the leadership of Prof. Joaquin Ruiz Jimenez Cortes of the University of Madrid. Señor Ruiz has long been noted as one of the outstanding and most notorious of the fascist apologists.

Franco is also actively engaged in maintaining Spain as the continental center of fascism while creating dynamic cells in South America, Germany, Italy and even in the United States. Cabinet action in early September renamed and strengthened the war-notorious Hispanidad Council as the Institute of Hispanic Affairs to carry on fascist propaganda in South America.

Many teachers and school administrators have asked for an explanation of this apparent Administrative approval of active continental fascism and of how to reconcile current American policy with wartime teaching. There are many inconsistencies in our current foreign policy, but our attitude toward Franco and Salazar is difficult to reconcile on any basis. There can be no truce with dynamic fascism in any country. It must be extirpated before it again becomes a world menace.

The Collegiate Mind

SEVERAL veterans were dissatisfied with the quality of teaching given them in an advanced professional course at one of our universities. They were mature men, seasoned veterans of the Pacific, tempered in half a dozen battles and conscious of the fact that cutting red tape and going straight to the issue had enabled us to win the war.

After considerable intergroup discussion about the propriety of making a protest and the form it should take, they decided to present their case to the dean.

With due respect for precedent, they made an appointment the customary three days in advance, through the dean's secretary, at the same time giving her notice of the nature of their request. It is not considered good academic form to approach a dean with a blunt, straightforward question.

The veterans entered the dean's office and were generously waved to chairs and asked the nature of their visit. One battle decorated lad who acted as spokesman complained about the quality of teaching, the lack of preparation for class by some of the instructors and expressed a desire for "real honest-to-God-intelligent-up-to-the-minute teaching with some life in it."

The soft bellied dean sat comfortably in his cushioned chair, carefully supporting both well nourished double chins with the palms of his soft hands. When the committee had finished its presentation, he frowned, cupped his hands, pursed his mouth, knit his brows and finally said: "Gentlemen, I beg to inform you that there is no precedent or machinery for improving instruction in this university."

Instruction Supreme

OLIVER C. CARMICHAEL, president of the Carnegie Foundation for the Advancement of Teaching, in his recent annual report, pointed to the most significant, yet generally neglected, postwar problem affecting colleges and universities: the condition and organizational status of the teacher. He depreciates with unusual force the trend in organization and administration which deliberately subordinates the importance of teaching and the teacher to the decidedly less pertinent factors of buildings, laboratories, equipment and to grossly overrated administrative procedure. He summarizes his argument by stating:

"In the last analysis the teacher is the heart of the educational system. Curriculums, programs, administrative efficiency, all come to naught without the teachers; all are secondary in importance to him. The final educational results depend upon the teacher. In our educational planning he should be exalted, the importance of his rôle emphasized and magnified."

Dr. Carmichael is completely correct in his analysis of teaching conditions not only in colleges and universities but also in elementary and secondary education. In terms of institutional purpose, teaching is the supreme function of the school. All other specialized service activities, including administration, should be subordinated and remain subordinated if the central purpose of our public schools is to be achieved effectively.

Even large increases in public school budgets at all levels, while they may relieve in part the economic stringencies under which teachers are now living, will not improve the education process to any extent until the fundamental and primary importance of the teacher is recognized and he is freed to teach the truth.

The American citizen too generally and easily accepts

an autocratic organizational pattern in the schools because he has become accustomed to the glorification of administrative magic and the manager in his economic life. Education is completely different. If we are to retain and improve the democratic way of life it will be necessary to give more than mere lip service to the organic concept of our public educational agencies and to recognize the vital importance of strong teachers.

There would be no shortage of well trained teachers seen throughout the country today and no decline in teacher training agencies if these agencies had the vision to provide teacher education instead of teacher training and to develop strong outstanding personalities instead of well conditioned, docile individuals to fit the routinized and highly autocratic school organization. There is no fun in being a constricted second class citizen, fearful of fiscal conditions, job and social reprisals if one dares to think and to act constructively in the organization. So long as the school itself depreciates the importance of teaching, it is difficult to ask the public to do more. Only as the teacher actually becomes the most important individual in educational organization can the public schools do the job that our current world demands.

Profiteering in the Schools

MANY urban public school systems operate school-book and educational supply stores as a special service to secondary school pupils in selling at cost; plus 10 to 15 per cent for overhead, instructional supplies, including new and used textbooks.

Teacher reports from several states indicate that in some instances the service ideal has been forgotten or neglected and that many secondary school outlets are more interested in making a profit for intraschool purposes not covered by the regular budget. The greatest criticism is directed toward the purchase and resale of used textbooks.

Most states protect pupils from excessive textbook charges by establishing a statutory ceiling over publishers' wholesale prices. No such protection exists in the used book field. Independent outlets have long considered used books, bought cheaply and sold expensively, their big profit line.

This practice appears now to be invading many public secondary school bookstores. Used books may be sold for twice to six times their purchase price.

There are two ways in which profiteering in used textbooks can be eliminated. The first is by means of statutory enactment whereby the district provides all textbooks and essential instructional supplies without cost to the individual public school child as part of the operating budget. The second is the extension of state statutory regulations governing the sale of textbooks to include not more than a 25 per cent margin between the purchase and selling prices of used textbooks.

The Editor

Sectarian Attitudes Toward Public Schools

THE significant contribution of the United States toward solving the age old problem of clerical-state conflicts through the complete separation of organized church and state started in 1791. Four decades later an inclusive system of public education ministering to all children without respect to individual religious preference grew from the dynamics of Jacksonian democracy, expressed in New England by Horace Mann and Henry Barnard and in New York by equally farsighted lay leadership. This movement invented the most unique plan for popular education in the world, a system of nonpartisan, classless, nonsectarian and impartial, universally tax-supported schools.

The people's schools have never been fully accepted by certain authoritarian groups but for many years it has been difficult for dissidents to make much of an impression. Public schools grew despite economic and sectarian protests. Each state now offers public education from preprimary years through the university, serving 90 per cent of the total school population.

Sectarian Pressures Are Growing

There has been persistent sectarian effort since World War I either to introduce sectarian teaching into the schools or to obtain a share of the public funds for church maintained and directed schools. These sectarian pressures have become much more aggressive since 1930 and have made substantial progress in several states. Sectarian attitudes toward public education and plans to use or to weaken the people's schools deserve most careful study.

The Roman Catholic Church has consistently expressed disapproval of American public nonsectarian education in forms ranging from a papal encyclical to Bishop Noll's "Our National Enemy Number One: Education Without Religion." Over the years the hierarchy has stimulated educational separatism by building a system of elementary secondary and advanced church-supported schools which have provided for

somewhat less than half of the Catholic children. In recent years the church has also favored released time for religious instruction and since 1930 has adopted an aggressive program at state and federal levels for various types of shared public school taxes both for auxiliary and for instructional services.

Jews are almost all opposed either to released time programs or to diversion of public monies for sectarian education (see "Religious Instruction Threatens Ontario Unity," *The Nation's Schools*, June 1946). They believe in public education and, like organized labor, have been consistently among the public school's strongest supporters. This attitude is perfectly logical in light of their centuries old struggle to maintain their cultural integrity against economic, political and sectarian persecutions.

Protestant attitudes vary. The authoritarians (Lutherans and others) believe in strict separation of church and state and the right to maintain protest schools at their own expense. Others favor released time as a more economical measure.

The most aggressive Protestant (Disciples) opinion is expressed by Charles Clayton Morrison, editor of the *Christian Century*. However, he merely wishes to recapture the control of American education for ecumenical Protestantism which would also destroy the nonsectarian character of the public schools. During the last year he has advocated teaching Protestant ecumenical religion in the public schools. If that cannot be done, he would have Protestants withdraw and establish their own independent parochial schools on the Catholic pattern.

G. Bromley Oxnam, president of the Federal Council of Churches and a Methodist bishop, also has called vigorous attention to the fact that Catholic clericalism endangers the

continued separation of church and state. Bishop Oxnam declared in October 1945 that "it is not intolerance to object to the use of public funds for private and sectarian education." Yet the Methodist Church has frequently formed the spearhead for community pressure movements in the support of released time for sectarian instruction.

The authoritative and corporative Mormon Church has consistently supported public education but at the same time favors released time for sectarian instruction even to the extent of establishing in the strong Mormon states a church school immediately adjacent to the public high school.

Sectarian Teaching Too Difficult

The Episcopal Church would favor the teaching of institutional religion in public schools if it could be successfully done but admits the extreme difficulty, if not the impossibility, of doing it. The Episcopal clergy is not enthusiastic about released time. The independent *Churchman* believes strongly in the three tenets of Thomas Jefferson: "the basic rights of human beings—to govern themselves, to worship as they choose and to seek knowledge."

The 1936 Census of Religious Bodies, Church of Christ Scientist, did not report any "released time students," although it had 140,000 children in its Sunday schools.

The Unitarians and Universalists favor strengthening the nonpartisan, impartial, classless, nonsectarian public school. Almost without exception their congregations have been the rallying point in defending the public school against negative sectarian propaganda, against sectarian penetration through the released time method and against diversion of public monies for sectarian educational purposes. They believe with the Jews and with religious independents that maintenance and improvement of the American public school with its fundamental characteristics are essential to the continuation and development of American democracy.

INTRODUCING

The U. S. Merchant Marine

to the nation's boys and girls

THE importance of the United States Merchant Marine lies in its ability to serve the nation in a dual capacity: to enhance our foreign trade in time of peace and to serve as an auxiliary to the armed forces in times of emergency.

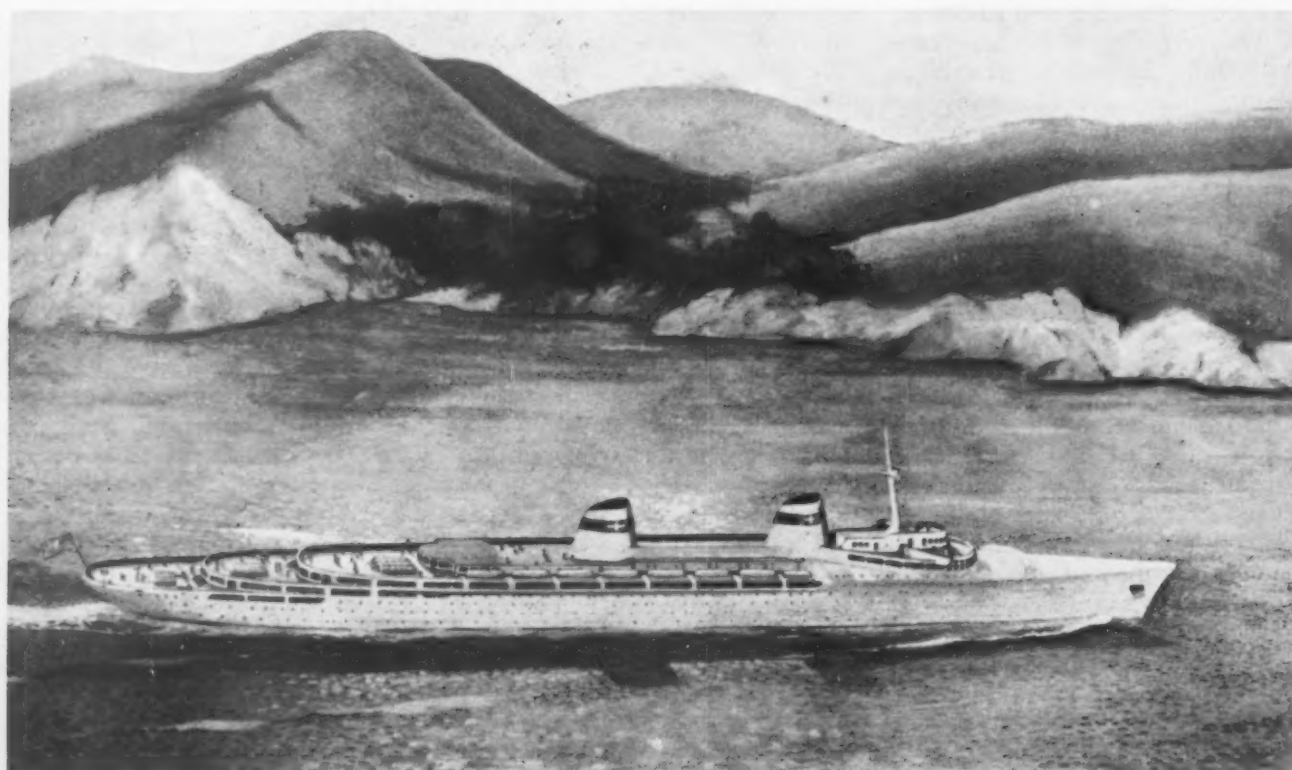
This bulwark of our economic

V. ADM. W. W. SMITH, USN (ret.)

Chairman, United States Maritime Commission

This being the case, it follows that these ships which deliver our products to other countries can bring back the things we need from them.

and girls, who are its future citizens, the essential part the Merchant Marine plays in the country's welfare. So far as we can tell, there



This is the type of ship on which passengers will one day be crossing the Pacific.

and military security is too little appreciated by that part of our citizenry whose direct interests are remote from foreign trade. The average wheat farmer is not aware that some 10 per cent of his crop is sold outside the country. Too many manufacturers forget that their peacetime sales are increased 10 per cent or even more by foreign trade.

Such things as coffee, spices, ores, woods and other products we can receive in exchange for manufactures. At the same time, we can maintain a merchant fleet that is always capable of supporting the defense of our shores.

For these basic reasons the Maritime Commission believes it is well to bring before the nation's boys

never will be a time when we shall not need merchant ships. The United States is in a better position today than ever before in her history to achieve her legitimate maritime aims and the more our people know about ships and their operations the better we shall be able to plan the future.

The wartime building program left the United States with much

more than half the tonnage afloat in the world. More than 3000 dry cargo vessels and many hundreds of tankers are now under the American flag. Although most of the cargo vessels are Liberty ships, too slow and uneconomical for most trades, there are sufficient C-types—the fast modern vessels the commission has been building since 1937—to meet any competition on the trade routes that are essential to our foreign commerce.

Thirty-two routes between American ports and trade areas of the rest of the world have been declared essential to our foreign trade by the Maritime Commission. This is a preliminary to the most important task facing the commission today, namely, the establishment and maintenance of shipping services on these routes adequate for the business that is expected.

Private Operation Desired

The Maritime Commission is encouraging every effort to have these services under private operation. The Ship Sales Act of 1946 establishes the statutory means of selling to the shipping industry as much of the wartime fleet as can be profitably absorbed. Many shipping companies have reestablished their services; new vessels, such as passenger or combination cargo-passenger and refrigerated vessels, are under construction, to offer the American shipper and traveler the best in modern surface transportation.

The government still owns some 75 per cent of the American merchant fleet but it is the hope of the Maritime Commission that the next year will bring a substantial conversion of this condition so that shipping may remain, in the American tradition, a dynamic part of the forces that keep America strong.

During the school year 1945-46 the Maritime Commission initiated an experimental educational program concerning the U. S. Merchant Marine. Materials have been prepared for use in senior high schools and others are being prepared for elementary schools, since considerable interest has been expressed at this

level also. Teachers have found these materials useful as a means of enriching social studies courses.

Controversial questions have stimulated discussion in such courses as "Problems of American Democracy." The following questions are examples: (1) Should the United States, in her own interest, attempt to compete in world shipping? If so, what will be the effect on other countries which rely on their shipping as an important source of income? (2) Do you think the government should subsidize our merchant fleet? (3) Will air transportation supplant water transportation?

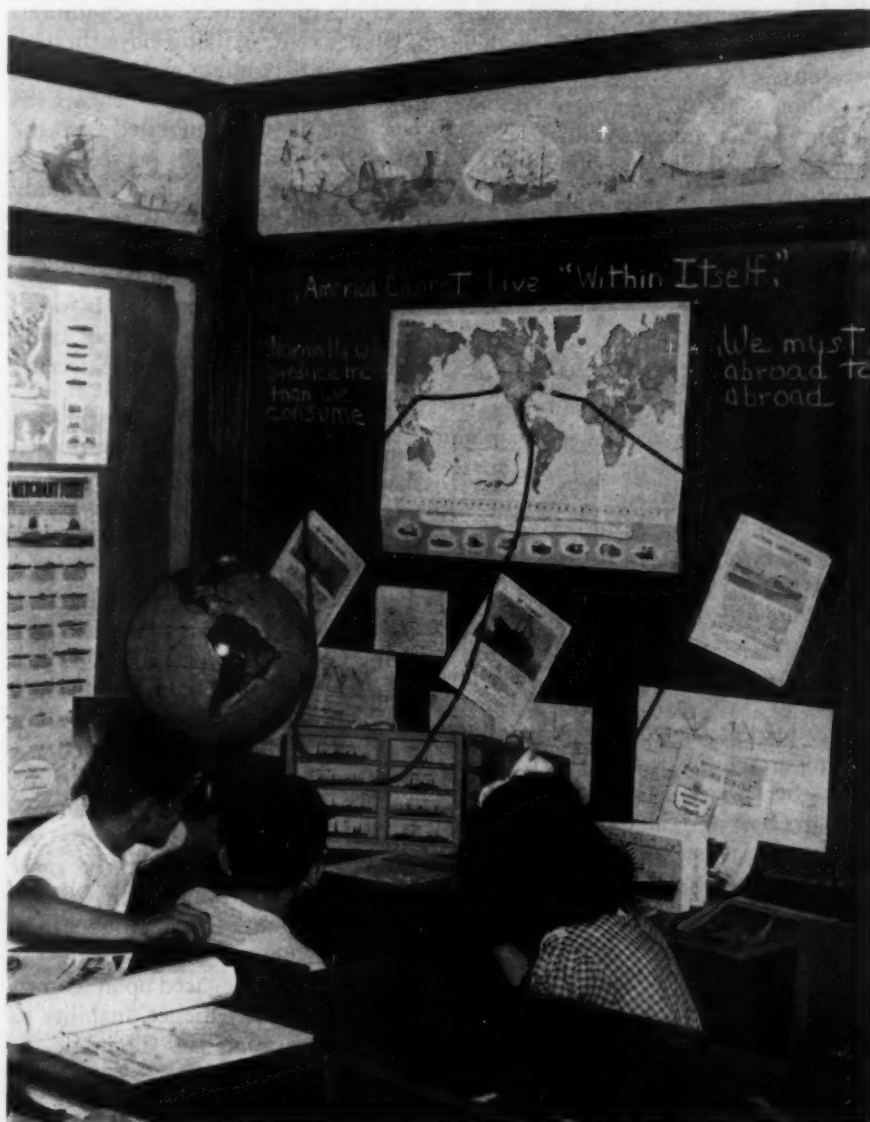
Our great American seafaring tradition is an integral part of American history. The naval warfare waged by American merchant ships during the American Revolution is

a colorful and important phase of our national development. The War of 1812 and the era of clipper ship trade with China suggest the rôle which the American Merchant Marine has played in our early history.

Include It in Curriculum

Too often, however, the merchant marine is relegated to the glory of the past, its rôle in a modern world forgotten. Comprehensive studies of transportation, economics, world trade, defense and reconversion to a postwar world necessarily include discussion of the United States Merchant Marine. By introducing this topic in the regular curriculum, schools can play an active part in alerting the youth of America to this essential, but too often neglected, phase of our national life.

Sixth grade pupils in Brightwood School, Washington, D. C., learn about our merchant fleet aided by maps and charts.



U. S. Maritime Commission photos

Who Wants to Teach?

A study of the attitudes of high school seniors toward teaching as a profession

ARVID J. BURKE

Director of Studies, New York State Teachers Association

THE purpose of this study is to determine the potential supply of teachers that would be available under certain conditions. Through the cooperation of the New York State Counselors Association, guidance counselors in 10 urban or village high schools and in 10 central or union free high schools, interviewed 1194 seniors in June 1946.

The counselors acquainted the pupils with the increased demand for teachers within the next four years and with current salary trends. They reported the number not interested in teaching under any conditions, the number who would be interested under certain conditions and the number who plan to enter teacher training this fall, with their reasons.

More than 80 per cent of the group is not interested in teaching under any conditions—about 90 per cent of the boys and 80 per cent of the girls. Yet, if this sample is typical of all high school youths, a sufficient number of teachers could be recruited.

The number interested in teaching if certain conditions were changed exceeds the number planning to teach. A higher percentage can be attracted into teaching from rural high schools than from city or village high schools. A higher percentage of boys can be recruited than girls, probably because most of those planning to teach now are girls. High salaries are a requirement given by all of the boys and the majority of rural girls. Financial assistance to meet the cost of preparation is important for boys and urban pupils. Secondary school teaching has the greatest appeal to urban youth, with special subject-teaching ranking highest among the rural group. Elementary teaching has the least appeal; it has almost none for boys.

The greatest interest is in the kind of teaching receiving the highest salaries in the schools with which pupils are familiar. Among those planning to teach, elementary teaching ranks first, but no boys are in-

cluded in this group and only a third of the urban girls is included. With the exception of rural girls, high school pupils planning to teach are going into the fields that pay the highest salaries.

Those Not Interested Under Any Conditions. Most high school seniors interviewed are not interested in a teaching career under any conditions—83 per cent. Among boys the percentage is 87; among girls, 80. In the urban and village high schools, 84 per cent is not interested; in the rural high schools, 78 per cent.

No attempt was made in this study to determine why pupils are not interested. However, one large high school used a questionnaire in an attempt to find the answer. It found that 60 out of 65 boys (92 per cent) and 71 out of 84 girls (85 per cent) are not interested at all.

Nineteen boys gave no reasons; 23 simply preferred other work. Twelve thought salaries would never be adequate for men. Other objections included the monotony, the qualifications required, the nervous strain, the amount of work required, no chance for advancement and the confining nature of the work.

Eighteen girls gave no reasons and 31 just preferred other occupations. Thirteen did not like schools or children. Twelve objected to the monotony and boredom of teaching. Twelve believed salaries to be too low. Sixteen did not take the right courses and could not qualify. Other reasons included the nervous strain, lack of chance for advancement, the social restrictions placed upon women teachers, lack of patience, inability to afford preparation and discipline.

Those Interested Under Certain Conditions. Almost 10 per cent of

those interviewed (116) would be interested in a teaching career if certain conditions were changed. Among boys the percentage is a little more than 10 (51 out of 424); among girls it is a little more than 9 (65 out of 710). In the urban and village high schools, it is a little less than 9 (76 out of 862); in the rural high schools it is 12 (40 out of 332). The greatest potential source of supply for future teachers, therefore, would appear to be in the smaller high schools.

Among the conditions that must be changed to attract young people into teaching, the following rank highest: (1) higher salaries, in two thirds of the cases, (2) greater financial assistance to meet the cost of preparation mentioned by more than 40 per cent of the group, (3) more security for teachers (17 per cent), (4) change in community attitudes toward teachers (17 per cent), (5) change in entrance requirements (14 per cent), (6) repeal of draft (13 per cent) and (7) lower wages for persons without training (13 per cent).

Among boys higher salaries are an important consideration, since 100 per cent will not enter teaching unless salaries are increased. Among girls only 43 per cent mentions this factor, but this is not true of all girls. Nearly 60 per cent of the girls in rural high schools indicates higher salaries as a condition, but only 31 per cent of the city high school girls does so. This difference probably can be attributed to the low teachers' salaries in rural areas.

Two thirds of the boys generally require increased financial assistance to undertake teacher preparation; the girls give this as a condition less frequently (22 per cent). The problem is greater in urban than in rural

schools. In the city and village schools 50 per cent requires financial assistance; in the rural high schools, 25 per cent.

The greatest demand will be for elementary teachers during the next decade. Boys are not interested—only 4 out of 41. Only one out of every three girls indicating an interest in teaching would choose elementary teaching. Only 25 of the 116 boys or girls would prepare for elementary teaching, which is less than 25 per cent. In the rural high schools there are 10 out of 40; in the urban group, 15 out of 76. The fact that salaries of elementary teachers are low compared with those of other teachers may be an important factor.

Secondary school teaching has the greatest appeal to seniors in city and village high schools. Fifty-three of the 76 interested in teaching indicate a choice for the secondary schools—nearly 70 per cent. The special fields have less attraction than has elementary school teaching—less than 10 per cent, as compared with nearly 20 per cent. The fact that secondary teachers' salaries are much higher than others in cities and villages may color this decision.

In the rural high schools, on the other hand, the special subjects have the greatest appeal—40 per cent. Secondary teaching comes next, with 35 per cent. Since the special teachers in rural high schools generally receive higher salaries than do classroom teachers, this difference is to be expected.

Those Planning to Teach. The number planning to teach is less than the number who would be interested if certain changes were made. Ninety-five of those interviewed, or less than 8 per cent, plan to prepare for teaching—only 3 per cent of the boys as compared with 11 per cent of the girls. In city and village high schools only 7 per cent has chosen a teaching career. In rural high schools more than 10 per cent plans to teach, but the percentage of boys is only 2 while the percentage of girls goes up to 13.

For those who definitely plan to teach, the elementary school has the greatest appeal. Forty of the 95, or 42 per cent, plan to teach in the elementary grades. However, no boys are included in this group. Only a third of the city and village high school group is included. Nearly 60 per cent of the rural high school

group is going into elementary teaching.

Secondary school teaching accounts for 37 of the 95, or 39 per cent. Nearly half the boys have made this choice and 37 per cent of the girls. Although 60 per cent of the urban boys prefers secondary teaching, among rural boys the percentage drops to less than a third. Forty-five per cent of the girls in city and village high schools has selected secondary teaching; only 22 per cent of the rural high school girls.

Special subjects appeal most to rural boys—more than 70 per cent. They have more appeal for rural girls than has high school teaching; 44 per cent makes them its choice. They have little appeal for urban boys and girls.

The most frequent reason given by boys for choosing a teaching career is interest in subject matter—75 per cent. Aptitude for the work follows, with 50 per cent. Other reasons are seldom given. Among city and village boys interest in sub-

ject matter is the only reason frequently given.

Girls indicate many reasons for choosing a teaching career. In order of importance these are: (1) interest in subject matter (56 per cent), (2) interest in children (54 per cent), (3) aptitude for the work (38 per cent), (4) free tuition (38 per cent), (5) importance of education (25 per cent), (6) working conditions, hours, vacations and so on (23 per cent), (7) security offered (16 per cent), (8) influence of former teachers (15 per cent), (9) nearness of teachers' college (10 per cent) and (10) prestige of the profession (10 per cent).

The chief differences in reasons between urban and rural girls are these: (1) Interest in children ranks a little higher in the urban group. (2) Interest in subject matter appears much more frequently in the rural group. (3) The importance of education is given much more weight by rural girls. (4) The same is true of aptitude. (5) Free tuition is much more important to the rural group.

Decision on Released Time

MARY ADAMS

Assistant Superintendent, Baltimore

SINCE September 1944, a committee on character education made up of approximately 35 members broadly representative of the Baltimore public school system has been studying the possibilities for an enriched and increasingly effective program of character education.

When the Council of Churches and the Archdiocese of the Roman Catholic Church petitioned the board of school commissioners for a trial of the released time weekday church school program, the matter was referred by it to the character education committee.

In its study of the matter, members of the committee read widely in the field of current literature dealing with the subject. They attended numerous conferences, both those of their own committee and those presented by other civic and national groups interested in the field of religious education.

Conferences were also held with advisory committees of ministers representative of the various religious

groups and faiths in the city and with a lay committee of representative citizens. In these conferences detailed consideration was given to relative values of the released time movement and to the possibility of extending the public school's responsibility for spiritual education of a nondoctrinal nature.

As a result of a year's detailed study, the character education committee submitted recommendations to the board of school commissioners. Members of the board of superintendents reviewed the character education committee's recommendations and unanimously concurred.

In a thoroughgoing consideration of the matter, based upon its own individual study and the recommendations of the character education committee and the board of superintendents, the board of school commissioners sustained the recommendations of the character education committee. The petition for a released time weekday church school program was, therefore, denied.

THAT LATIN MYTH

A suggestion as to how the practical value of this subject can be acquired in less time and in a more effective way than by two years' study in high school

HAROLD H. CHURCH

Superintendent, Elkhart, Ind.

SOME educators have been bold enough to say that two or more years of Latin, as it is now taught in high school, make comparatively little contribution to the enrichment of the life of the individual when compared to the amount of time devoted to its study. An analysis of the arguments advanced by the proponents of Latin shows that, outside of the claim that Latin "helps in the understanding and meaning of English words," there is little defense for it.

People resist change; too often traditions and practices are blindly followed which cannot be defended in fact. To be sure, mere radical change at any time does not necessarily mean progress but, if the educational innovator needs to prove his case, so, too, does the traditionalist, when challenged.

High school Latin now takes up an eighth of the pupil's time in most college preparatory courses. With more and more subjects clamoring for a share in the brief years of a youngster's secondary education, there certainly isn't time for wasted effort anywhere. In making up his selection of subjects, must Latin be included?

Time Is Wasted

The knowledge of Latin prefixes, suffixes, root stems, abbreviations and common phrases, as found in the English language, is valuable and important and should be included in the high school curriculum. However, this background, which gives understanding and meaning to the English language, can be more effectively presented in considerably

less time. Memorizing useless Latin perfect, pluperfect, future and other tenses, case endings and declensions is a futile waste of the pupil's time and serves no purpose.

The arguments against Latin, as it is now taught in high school, do not apply to modern languages. The purposes and outcomes of Latin and modern languages are not the same.

It should be kept in mind that rarely does anyone speak, write or read Latin outside of the classroom, with the exception of the research specialist. Yet pupils are required to take valuable time from an all too short high school course to master needless Latin mental gymnastics. Let us look at the arguments advanced by Latin authorities for including two or more years of Latin in the high school curriculum.

Let English Teacher Take Over

The proponents of Latin say that a knowledge of the conjugations and declensions in Latin helps pupils to "understand the English language better." There may be some truth in this assertion but it seems a rather stupid thing to force pupils to spend so much time in memorizing Latin grammar to learn a simple fact that should be taught in English courses. What is there in the conditional clause, or a third personal pronoun or an objective case that cannot be clearly explained by a teacher of English?

Others say that Latin encourages precise thinking. In some respects it does but in most cases it invites senseless guessing. Is there any student of Latin who did not stretch his imagination to the nth degree

to guess the meaning of passages in Caesar, Cicero and Virgil? In a recent visit to a Latin class, the teacher explained two new Latin words, namely, *sequor*, meaning to follow and *volo*, meaning to wish. The teacher asked the class for English words which were derived from them. The answer came: "Is the sequoia tree named after it? Is volcano a derivative of *volo*?" Irrational thinking of this kind occurs far too frequently in Latin classes.

Most Colleges Do Not Require It

There is also the argument that high schools must continue to teach two years of Latin because colleges require it for entrance. Twenty years ago this was a valid argument because practically every college or university of any standing required entrance credit of two years of Latin. Today, however, the practice has changed.

Among 206 leading colleges and universities listed in the American Council Handbook of American Universities and Colleges only 12 continue to require two years of Latin for entrance credit. Six of these are parochial institutions. None of the 16 leading institutions in the West requires Latin for college entrance; none, except three parochial schools, of 102 colleges and universities in the Middle West requires it; only two of 31 in the South require it, which leaves seven of 52 leading institutions in the East which continue to require Latin entrance credit. If all high schools would decide not to offer two years of Latin, the few colleges and universities which now require it for

entrance would adjust their entrance requirements accordingly.

Some advance the argument that at least two years of Latin are essential for the professionally trained person. Most of the doctors and lawyers with whom I have conferred state that a one semester course in etymology and background of Latin words would have given them sufficient training to understand Latin word meanings and derivations. These professional people also point out that, if they had been permitted to take a one semester course instead of the two year Latin course, they would have had more time for other needed courses.

Latin Teachers' Defense Weak

Latin teachers themselves lack conviction in defending the teaching of this subject. B. L. Ullman, an authority on Latin, says: "The study of the validity of some of the objectives [Latin] is admittedly difficult but should be attempted." Why should a defense be made for the inclusion of a two year Latin course in high school when so great an authority on Latin as Mr. Ullman defends it so weakly? Why should anyone need to defend a course which has been in the high school curriculum for ten decades?

Even the special committee of the Classical Association of New England, Atlantic, Middle West and South is uncertain about the future of Latin. In a recent report the committee stated: "It is not too late to advocate the maintenance and expansion of the study of Latin in the high school curriculum." Also, "If the teacher of Latin performs no further service [translation by the truth] in the scheme of education, he has done his duty and earned his acquittal in the eyes of a fair minded jury." Are these statements intended to bolster the waning faith of proponents of Latin?

The special committee presents purposes and outcomes which to many are questionable. It says: "The fact that he [the Latin student] uses two mediums instead of one affords no end of opportunity for making comparisons, a habit that is essential to precise thinking." Students of Latin can best answer the question whether Latin has caused them habitually to express their thoughts in both English and Latin in order to make comparisons and do precise

thinking. I myself was not so fortunate!

Also, the committee says that Latin "teaches him to tell the whole truth and nothing but the truth." It looks as if the Latin enthusiasts are borrowing arguments from the field of mathematics and science. It also says that Latin is "the high school's obligation to democracy" and that it is "the philosophy of freedom and responsibility."

Are you confused? Well, here is another quotation. "The classically trained teacher is well qualified to teach the fundamental concepts of human relations." What training or personal qualities does the Latin teacher have which so well qualify him as a teacher of human relations? Do Latin teachers reflect more warmth and understanding of human relations than do other teachers?

Probably I missed much in my experiences in studying high school Latin. I did not enjoy the experience which B. L. Ullman attributes to the study of Latin when he says: "The pupil gets an emotional thrill which leaves an everlasting mark from reading the words of great masters in the original." I recently asked typical high school pupils who were taking Latin whether they had an emotional thrill when reading Caesar. Their replies were typical when they said, "Are you kidding us?"

Other Theories for Teaching Latin

I have not attempted to answer the arguments for the cultural, disciplinary and foreign language background values of Latin. Should not the culture of Rome be taught in history courses, with no more emphasis placed upon it than is placed on the study of the culture of Greece, which has added immeasurably greater values to American culture than has Rome? Psychologists have exploded the disciplinary theory of studying Latin but, conceding that Latin does have the disciplinary value, why not substitute for Latin more practical courses which have the same value, such as foreign languages, mathematics or science? The value of Latin as a background for the study of modern Romance languages is conceded but does not justify two years' study on the high school level.

Instead of presenting other arguments, I should like to offer a sug-

gestion as to how the practical value of Latin can be acquired in a shorter and more effective course.

Substitute a one year course in basic language and functional English for the two or three year Latin course for pupils who are not required to take Latin for college entrance. The course would consist of a brief history of languages; familiarization with approximately 1000 Latin, Greek and Germanic words which are commonly found in root stems, prefixes and suffixes of English words; foreign phrases and abbreviations commonly used in the English language; a functional study of English grammar which would emphasize grammatical constructions taken from Latin, such as conditional clauses, indirect objects and tenses.

The course would be motivated by requiring pupils to apply the aforementioned derivatives and grammatical patterns in writing simple, effective paragraphs on topics closely related to their interests and everyday environment. The class would be conducted as a laboratory of English composition under the directive influence of the teacher.

It is my opinion, in which I am joined by numerous educational authorities, that such a course would be of greater value to pupils than a two or three year course in Latin taught in the traditional manner. Also, it would permit high school pupils to take one or two additional subjects, such as biology, world history, effective living, home economics, typing, family relations or public speaking, which now they are being denied because of the time they must spend in studying a dead language.

Myth Needs Exploding

The fact that Latin has been included in the high school curriculum for a great number of years is no justification for its continuance. If it fails to stand up under the scrutinizing eyes of public opinion after having been in the curriculum for more than 200 years, serious consideration should be given to having an honest and impartial appraisal made of its value by neutral and competent educational authorities. If such an investigation supports the facts stated, the heavy shackles of tradition should be broken and the Latin myth exploded.

The Visiting Teacher

important to good administration

JOHN S. HAITEMA

Chief, Division of Special Education
Michigan Department of Public Instruction

THE Michigan visiting teacher program, as a cooperative venture of the state and local school systems, was initiated in September 1944. In general, it provides for state aid in local school districts which desire to initiate a visiting teacher program. The state, through the department of public instruction, finances the program up to 50 per cent of the cost with a limit of \$1500 a year for each full time visiting teacher employed.*

The visiting teacher program has been characterized by leading social thinkers as one of the most significant contributions to education in recent years. A serious gap in the public school program, namely, the lack of care and attention for the child who is or seems to be on the verge of becoming seriously maladjusted socially, has to a great extent been filled by the visiting teacher service.

Schools have always considered good citizenship as a primary goal of education. However, too often it has been assumed that the acquisition of knowledge and skills, supplemented by a bit of preaching, has almost automatically enabled children to reach the goal. Yet everyone knew that certain children did not achieve either knowledge or skills successfully. Neither was it a secret that certain A and B pupils failed in developing desirable social skills.

Parents Would Not Cooperate

Usually, these misfits were given only incidental help. The children were stubborn. The parents would not cooperate with the school: "Thank goodness," they would say, "Johnny will soon be old enough to quit school." But the conscientious school people wondered whether more emphasis on personality rather than on academic achievement was not essential. They wondered whether

the cart had not been put before the horse.

Did good citizenship come as a result of achieving academic success or was a well adjusted pupil more likely than a poorly adjusted one to accept responsibility and become a success academically? Might not this newer point of view explain why many eminently successful men and women had been peculiarly characterized as failures or at least as mediocre pupils in school?

If more emphasis is to be given to social development as a primary goal in education, the school can no longer exist more or less in a vacuum. Close coordination of all professional workers in the school for meeting individual needs becomes a necessity. Consideration must be given to the child's out-of-school experiences and environment. Johnny is a *whole*. He cannot be segmented. What makes Johnny tick in the home and in the community comes with him to school. Furthermore, his likes and dislikes, his attitudes toward his fellow pupils, his goals, all of these are the product of all of his experiences.

Cooperation between the home and the school and the importance of the community for the child take on new meaning for the schoolman. But how can the teacher, with from 30 to 40 youngsters, meet all individual needs of his pupils?

He can make his classroom and the activities in it more conducive to satisfactory growth and development. He can put what had been first last, and last first. But no matter how conscientious and how capable he is, he cannot give extended individual attention to the child who seems not to fit.

Since the child's problem may stem from conditions in the home or the community, the teacher may be helpless, regardless of how conducive to satisfactory growth the child's school experience may be. The teacher needs help. He needs not

only someone specially trained but someone who has the time to study Johnny in his total environment. Johnny may be emotionally ill and need psychiatric help. He may be in a home where the parents need help and are willing to accept it; or, unfortunately, his parents may resent any intrusions.

On the other hand, Johnny's problem may be one which can be solved easily. Perhaps he resents the patch on his pants or the fact that he has no money like the other boys. These difficulties can easily be remedied if someone with enough time can investigate and work out a plan or solution.

Some Problems Deeply Rooted

Again, the problem may be deeply rooted. The boy may feel, and actually be, unwanted. Perhaps his parents have moral standards for which he feels apologetic. A conflict between his code of ethics and loyalty to his parents may have developed. The parents may unconsciously have made him feel inferior to his brother who is popular, who is a bright pupil and for whom a promising future is predicted in contrast to his own. These are but a few examples of the thousands that can be given which may be at the root of unacceptable behavior.

The visiting teacher is employed to fill that gap in essential service. He is concerned with obtaining the assistance of everyone interested in the child in helping him make such progress as is possible toward living a normal, satisfactory life. He knows that the problems of children may spring from poor school adjustment, unsatisfactory home factors, social or personal maladjustments and, at times, physical peculiarities. But he is even more aware that the human being is complex and his problems may have many different causes.

Since the visiting teacher is chosen because of his marked success in dealing with people and because of his special training in education, social work, psychology and sociology, he can be expected to offer personal help to the majority of children who need such help. He will also be adept at stimulating cooperative efforts in helping solve Johnny's problems and, after seemingly promising solutions have been agreed upon, he will know how the available services, including his own, can best be utilized.

*Bulletin No. 342, A State Program for Visiting Teachers, explains the program in detail.

A GRADUATE EDUCATION PROGRAM *as it has been developed by one of the nation's largest industries*

ALEXANDER R. STEVENSON Jr.

Assistant to Vice President of Engineering Policy, General Electric Company

THE necessity of providing post-collegiate education for some of its employes has long been felt by the General Electric Company. When our educational plans were first formed, the colleges were not graduating electrical engineers. It was necessary, therefore, for us to start an educational system for the whole new industry, to prepare engineers to design, manufacture, sell, install, operate and service electrical equipment.

College graduates were recruited for training in the testing department where they were given complete responsibility for, and practical experience in, testing electrical equipment. About 18,000 men have gone through this training and many of them hold important positions throughout the industry today.

Young Men Lacked Theory

The important theoretical foundations for the electrical industry had been largely laid by men with foreign educations, such as Steinmetz from Germany, Berg from Sweden and Facioli from Italy. The college graduates coming out of our testing department program into the engineering departments of the company were not sufficiently prepared along theoretical lines to carry on the work of these older men.

There were two primary causes for this: first, the colleges were not teaching enough theory to be useful; second, during the years of practical experience in the testing department, the men were forgetting the little that they had learned in college.

An advanced course in engineering was, therefore, started by the company in the fall of 1923.¹ Ten per cent of the specially qualified and carefully selected members of the testing department were given an opportunity to continue their education along theoretical lines. This course kept them from forgetting what they had learned in col-

lege and showed them how to apply their knowledge to practical problems which arose in their work.

They learned mechanics, thermodynamics, electricity and heat transfer taught as one science based on fundamental laws, such as the law of conservation of energy. Since three fourths of an electrical engineer's work is mechanical, one objective was to make mechanical engineers out of electrical engineers, and vice versa. Almost 700 men have been graduated from this course.

Although our original educational plan gave college graduates practical experience and our second plan gave them advanced theoretical training, there was still something lacking. This lack was creative ability. By analogy, a person might be able to play finger exercises on a piano and know all the laws of harmony but might not be able to play a piece of music well. An architect might know how to calculate the strains and stresses in the beams of a building but might not know how to make a good looking building which

is conveniently arranged. In short, there is an artistic, creative, intuitive, inventive ability which is required for the success of any project.

What good is a theoretical analyst unless there is a creative person present to suggest something to analyze? The creative engineering program was started in 1937 to recruit young men who had a spark of creative ability and then give them a chance to develop by associating for short periods with older men who are outstanding inventors².

It is difficult to recruit men with creative ability. When one asks if a certain young man has analytical ability, the college can, in many cases, authoritatively reply in the affirmative. But when one asks the

¹Stevenson Jr., A. R., and Ryan, J. E.: Encouraging Creative Ability, Mechanical Engineering 62, 1940.

Creative Engineering, published by A.S.M.E. (July) 1944.

Young, J. F.: Developing Creative Engineers, Mechanical Engineering (December) 1945.



Step by step a program of postgraduate study has been developed which makes up for the inadequacies of the young engineers' prior education.

²Stevenson Jr., A. R., and Howard, A.: An Advanced Course in Engineering, Electrical Engineering 54, 1935.

college whether a young man has creative or inventive ability, the professor usually replies that he does not know for there is nothing in the college course which ever gave him a chance to demonstrate it.

It is often necessary to question a young man concerning what he has done in secondary school. While in high school he is usually living at home where perhaps he may have a shop. If he has made model airplanes and radios in exact accord with the purchased specifications, this does not demonstrate creative ability. But if he has made things where he used original ideas, this is sometimes a good indication of creative ability.

This Man Had Creative Ability

One high school principal, having heard that we were interested in creative minded individuals, told us: "I can tell you of a young man who has creative ability. He has just flunked out of college for lack of analytical ability." We recruited the young man and found that he did have creative ability. In the meantime his professor wrote us an indignant letter asking why we had hired a man who had failed some of his courses.

The General Electric Company is interested in having young men with creative ability called to its attention. That is one reason we started the General Electric science fellowships for high school science and physics teachers at Union College.

It is a fine thing if a man can have both creative and analytical ability. We must find some way, however, of salvaging the creative men who may not be good theoretical analysts. Creative and analytical men can form teams in which they will supplement each other^a.

Having provided practical experience, theoretical education and opportunities for the development of creative genius, there was still something lacking.

Since everything in industry is done by teamwork, it is necessary for young engineers to know how to cooperate. Emerson pointed out that there is one law for man and another for things. The law for things is hard, cold logic. The young engi-

neers' college education is almost completely devoted to a study of "things." They do not realize that *in dealing with people, it is not sufficient to be right; one must persuade*. People may think they respond to logic but logic without some emotional persuasion is often fruitless.

So we took the next step and in 1942 started human relations classes for our young engineers. We are trying to awaken the young men to an interest in human relations so that they will realize the other fellow's point of view and not unwittingly hurt his feelings or unnecessarily build up in him a counterresistance.

If you heat an egg at the right temperature, you get a live chicken; if you heat it fast enough, you get a hard boiled egg; if you heat it too slowly, you get a rotten egg. The same thing is true in human relations. There is an optimum rate at which people can be persuaded to pursue a new course of action. If you push a new idea too fast, you may build up insuperable resistance; if you do not push it fast enough, people lose interest before anything is accomplished.

There is little in the undergraduate engineering curriculum to prepare a man for an understanding of human relations. Extracurricular activities in college are the only place where the undergraduate can practice human relations and leadership ability. That is probably why recruiters from industry are often just as much interested in a young man's extracurricular activities as in his marks in theoretical subjects.

M.I.T. Graduates Studied

Some years ago Professor Magoun of M.I.T. made a study of all the graduates of that institution to find out what the relative success in later life had been of the men who had been graduated at the top, middle and bottom of the class. Since there is no good criterion for success, he took the admittedly inaccurate one of having their names appear in "Who's Who," "Who's Who in Engineering" or "American Men of Science."

The top one tenth of the class was well represented in these books; the middle of the class was considerably less well represented, but the bottom of the class was almost as well rep-

resented as the top one tenth. It seems obvious that the men from the top tenth succeeded for one set of reasons and that the men in the bottom tenth succeeded for a different set of reasons.

There is a great deal of discussion today about including the humanities in the education of an engineer. A proper study of the humanities will help tremendously in the development of leaders. The humanities have to do with human nature and a leader must understand human beings in order to be able to lead them. A leader must also know in what direction he wants to lead and breadth of education is required in order to get the perspective.

There is not space in this article to mention more than three typical humanistic subjects: history, literature and philosophy. There is not room in a four year undergraduate engineering course to study all the humanistic subjects thoroughly. It happens also that immature college boys have not usually had enough experience of life to be interested in, or to understand, these subjects.

Knowledge of Humanities Is Basic

Plato said that young men could study the exact sciences but that in subjects like history, literature and politics, they "can only repeat without conviction." The undergraduate college course should include introductions to these subjects but a real understanding and appreciation of them can come only from post-collegiate adult education. If the humanities are overlooked, the losses in leadership are great.

In the evolution of a postcollegiate engineering education, we have gradually included practical experience, advanced theoretical training, the selection and training of men of creative ability and the study of human relations. What will be the next items?—Probably economics and perhaps politics.

These may not be included in company sponsored courses, but it is becoming increasingly apparent that the individuals in the company must become intelligent in these subjects. The effect of governmental decisions is beginning to be of paramount importance in the success of any undertaking. We must not neglect our duties as citizens and we must prepare ourselves to act intelligently in civic affairs.

^a Paluev, K. K.: How Collective Genius Contributes to Industrial Progress, General Electric Review 44, 1941.

Why Keep the Budget a Secret?

"MISS BROWN," Principal Jones called to his secretary, "here is material for mimeographing."

Principal Jones had completed the material for his annual budget booklet, following its adoption by the board. Each year 200 booklets were distributed to centers throughout his territory, and 100 were retained for the annual meeting. One copy was also sent each local newspaper.

Sheets, 8½ by 14 inches, cut in two and stencil-duplicated on each side made up the booklet. The outside, a copy of the annual notice, gave the time, place and date, according to requirements of the law. Inside Principal Jones wrote his introduction:

"The following is submitted for District No. 1, including central plant and three outside districts.

"To provide the greatest possible educational facilities, our school is on a 6-3-3-plan. The first six grades operate as an elementary unit, grades 7, 8 and 9 as a junior high school and grades 10, 11 and 12 as a senior high. Homemaking, agriculture and shop are offered in both upper units. Pupils in academic courses may take agriculture, homemaking, commerce, music, shop, college entrance and academic work to make up sufficient credits for graduation.

"Eight buses are provided for under Auxiliary Agencies.

"The larger budget this year is necessary to take care of annual increments in teachers' salaries and higher prices. Building insurance as well as inauguration of compensation and liability for employees and visitors increases this item. The increase in capital outlay covers the purchase of needed equipment for heating, lighting, furniture and instruction. Insurance items are equalized on a five year plan, thus avoiding future unequal payments."

Sheets 2 and 3 of the booklet estimated items, which were listed opposite current expenditures. Summaries were given under the headings of: General Control, Instructional Service, Operation—School Plant, Maintenance—School Plant, Fixed

MEADER G. PATTINGTON

Assistant Supervisor of Education
New York State Department of Education

Charges, Debt Service, Capital Outlay and Auxiliary Agencies. Each page had a grand total for the list. The remaining space contained a similar list for receipts—Actual for the past and Anticipated for the coming year—listed as: Balance on Hand, Estimated Aid, Taxes, Tuition, Contributions, Miscellaneous. Totals were provided for ease in comparing.

Sheet 4 had a paragraph on the probable tax rates as follows: "The foregoing budget gives the same rate of \$6.45 on \$1000 as last year. Full valuation of our district is \$2,456,495.65. The rate of \$6.45 will raise the required \$15,844.40 and provide educational services outlined in the Introduction. This provides a surplus of \$834.56, which enables us to start next year without borrowing."

"The following courses are given each year. . . ." (Principal Jones listed the various grades and subjects.)

"A complete transportation system this last year covered 120,000 miles, drawing average daily loads of 452 pupils. Boilers use 325 tons of coal each year. We have 33 teachers, two full time and two part time janitors, a cafeteria manager, eight drivers, one mechanic, two secretaries, a district clerk, a secretary, a collector, a treasurer and an attendance officer."

Page 5 gave a summary of answers to questions raised and contained an explanation of the electric service.

"Electricity is used for light and for running individual blowers in each room. Water is supplied by two electric pumps. Electric stokers save an estimated \$300 a year. Machines in the shops and garage are run by electricity. Cafeteria and homemaking stoves and refrigerators use their share. Figuring on the basis of an average sized family of four persons, we have an equivalent of 160 family groups. The bill for the average

family for electricity amounts to \$80 a year. This electric service would cost \$12,800 (160 times \$80). This sum divided by 3 for our eight hour day gives a cost of over \$4000. This last year our electric bill was under \$1350, or one third the cost to the average family."

Sheet 6 gave a simple picture in the form of blocks, corresponding to expenditures, receipts and items in budget tables. Each block for the proposed year was placed beside that for the last year. On the back, the blocks showed total receipts, expenditures and tax rates for the two years. Underneath a list of proposed purchases and capital outlay for the coming year was given, with an explanation.

All stores, community centers and local business houses received a copy of the booklet. Those mailed to taxpayers contained a note asking that the booklet be passed on to others and explaining that the paper shortage made it impossible to print more of them. By school meeting time, more than 90 per cent of the voters had had the opportunity of going over the financial picture for the past and future.

Principal Jones found that the voters were pleased with the clear-cut picture he gave them. No voter could say that he did not have the information about the schools. The booklet provided proof of all transactions. Principal Jones figured that six stencils costing \$1, 1800 sheets of paper, \$4, mailing and incidentals, \$6 gave a total of \$11 as the cost for the whole job.

The report was in general only another copy of material which the clerk, treasurer, collector and principal prepared for financial accounting. Oftentimes a new proposal thus submitted would obtain approval and acceptance.

Old Age and Survivors' Insurance for school employes

THE American public has accepted the idea that the families of all workers should have the *continuous* prospect of old age benefits and annuities paid to survivors of workers who die in service which are at least as liberal as those provided by the Social Security Act. It is all too obvious that the needs of a family, when the breadwinner's income disappears, are entirely independent of the source of that income.

Continuity of Expectation

Emphasis must be placed particularly on the *continuity* of expectation of these benefits. Under social security coverage, a worker can move among employments that involve some 40,000,000 or 50,000,000 workers without disturbing the prospect of these benefits, and the greatest social good lies in extending coverage to practically all workers so that continuity of benefit prospects will almost never be interrupted.

Many school employes today, whether in teaching or other service, have no prospect of such benefits and those who do participate in retirement plans must continue employment in their own particular small group if they are to look forward to the major benefits provided in their plans.

Unfortunately, school employes shift between employers and employments just as do other employes. There must be a considerable in and out movement in the nonteaching group and we have some figures for the teaching group. In 1941 the National Education Association published figures regarding a number of state teacher retirement plans, from which we learn that in six large plans with a total membership in 1940 of about 227,000 withdrawals from service over an average operational period of twenty years numbered 273,000 while only 29,000 had retired and 19,300 had

RAINARD B. ROBBINS

Vice President, Teachers Insurance and Annuity Association of America

died. It may be that a staff pension fund is justified in centering its attention on those who continue until retirement; but, for the good of society in general, attention had better be centered on the group, many times as large, of those who withdraw from service.

Perhaps the situation is even more serious with the nonteaching employes because their compensation is probably somewhat lower. A larger percentage of such employes may be heads of families and are probably not well informed regarding the effects of their shifts in employment on their prospects for benefits.

Must Sacrifice Benefits

If school workers would stay in their particular school systems until they retire and if their families were segregated so that there was no interdependence between them and the rest of society, it would be of little importance whether or not they participated in the social security plan. But, when an individual leaves his school group either to enter another school group or to work in industry, whatever benefit prospects he may have had are disturbed and he cannot replace them elsewhere immediately, if ever.

Also, when an individual moves from industry to school work, as must happen on a large scale in nonteaching employment, his social security coverage is disturbed. To show that the magnitude of this disturbance is vital to these families requires detailed illustrations which any student can construct but for which there is not room in this article. A pathetic fact is that the worker is usually not alert to this disturbance and, unfortunately, little responsibility has as yet been ac-

cepted by school employers to make clear to prospective employes from industry the family benefit prospects they are sacrificing in the move.

It seems likely that this attitude reflects to only a minor extent a desire to avoid discouraging a likely employe and, perhaps, to a major extent the absence of any keen realization on the part of the employer of the loss that the new employe and his family are taking.

The dearth of accurate information regarding the social security scheme is appalling. I have repeatedly discussed this question with officers of public retirement plans who, with much heat, have expressed their indignation that "outsiders" should undertake to force their members into the social security coverage and who have shown in sentence after sentence their utter lack of information about the plan they were shunning and their complete failure to grasp the social implications involved.

Objectives Not Understood

Without any question there are high minded men and women with their attention centered on doing their best to carry out their responsibilities. However, with their lack of understanding of the objectives of this national plan for basic benefits, they naturally take the same defensive attitude as did industrialists who had retirement plans in operation when the Social Security Act was first considered. For a variety of reasons the issue had to be fought out in industry at once; the discussion was intense; the result was complete coverage—no exceptions.

With public employes the pressures were different and the political powers of different public employe groups were such that the issue was

not forced. Those in charge of public retirement plans never needed to make the same intensive study of social security provisions as did the industrialists in 1935 and 1936, so they never have come to realize the social gains that would be involved if they adjusted their plans to social security coverage. This must come in time; when employees become more

conscious of what they are losing and when our scheme of social benefits is more fully rounded out, the position of the exclusionists will become utterly untenable.

In the meantime, officers of public retirement plans will continue to drag the red herring across the path, to threaten that tampering with their retirement plans means destruction.

This is naturally nonsense but unfortunately it captures the imagination of many public employees who have made no study of their own, in spite of the fact that industrial pension plans to supplement social security benefits have grown by leaps and bounds since August 1935 when our present social security legislation was adopted.



The Principal's Public Relations Program

JAMES A. GEROW

Principal, Burlington High School
Burlington, N. C.

THE purpose of this article is to show how the principal can help his community and his school understand each other.

Among the means of interpreting the school to the public are reports to parents; news releases to the school paper and to local papers; addresses over the radio and before civic and church groups; observance of special occasions, such as Education Week; school visiting; exhibits of pupils' work, and parent-teacher association meetings.

The Press

School news usually is given generous space in the community newspaper. It is true that the bulk of such news deals with extracurricular activities, such as athletics. This information is important and should be brought to the public's attention but it is not always the kind of information desired most by parents. More news of the kind parents are interested in should be sent to the newspaper.

It is wise public relations for the principal to interpret school policies to parents and pupils early in the year and the newspaper is a good medium for doing this. Some principals have a column in the paper entitled, "Know Your School," which contains each week some discussion pertaining to the school and its organization of interest to the public. In interpreting the school the prin-

cipal should keep himself in the background and stress the school. His name is not important; if the school is making progress, the people will know or soon learn the principal's name and give him proper credit.

Since news space is valuable to the publisher, the wise principal will be careful not to overdo the news about the school. People want to read news that is timely and that has some special interest to them. The principal should not permit any information concerning the school to reach the newspaper until he or his representative has carefully read it.

By all means, the news should be accurate; it should be written in understandable terms and in correct English. One of the first things the new principal should do is to talk with the newspaper editor and seek his advice and cooperation. Unless he does, his case with the newspaper is almost hopeless. This is the first step in public relations through the press.

The principal should cooperate with the newspaper men and women treating them with courtesy and honesty, dealing with the representatives of all papers impartially and furnishing them with the information that should be published.

Many schools publish a school newspaper. The news appearing in this publication should be carefully

supervised. The school newspaper, whenever possible, should be placed in every pupil's home and in as many places of business as possible. A copy should also be mailed to all graduates of the school and to every former pupil in the armed services of the country.



The Radio

During the past few years the radio has developed into a powerful medium for interpreting the schools to the public. The school can assist the radio station in various ways and vice versa. Since radio news agents generally work cooperatively with the press, the method of furnishing information for radio use is the same as for the press.

Pupils gain additional values from some educational programs if they are given opportunities to broadcast. In some communities regular broadcasts direct from the school have proved popular and helpful. Parents look forward to hearing pupils take to the air. The possibilities of the

radio as an agency of interpretation are just beginning to be sensed. Most radio station managers welcome good school programs. Principals who are alert will use the radio whenever possible to bring school information to the public.

The P.-T. A.

One of the most highly organized groups for promoting better understanding between parents and teachers and between school and community is the parent-teacher association. Such an organization should be just what the name indicates. It should be an organization that fosters complete cooperation between teachers and parents. In my opinion, the pupils also should be a part of it. Many schools invite and urge pupils to attend the association's meetings. In some places, the secretary of the organization is chosen from the student body.

The parent-teacher association presents a challenge to the principal to serve as its constructive leader, to keep before its members in all their activities the realization of its purposes and to aid in drawing into its membership all teachers and parents.

Space does not permit a detailed discussion of the importance of the parent-teacher association, but the progressive principal will not overlook the importance of this organization and its function in the public relations program. For many parents it provides needed social contacts. For all parents it offers an opportunity to become acquainted with the teachers of their children.

The organization, moreover, can interpret the work of the entire school system. The wise principal will work with the program committee to see that the programs are interesting and enlightening. After all, parents want to know what their children are doing in school and how they can improve. The parent-teacher association can thus be a powerful force in interpreting the school.

Bulletins to the Home

Bulletins to the home can do much to explain the school program. Some schools using a bulletin entitle it "Know Your School." Frequently, it is printed but a mimeographed sheet will serve the same purpose. The bulletin can contain a number of items, depending upon

the amount of time and space the principal can devote to preparing them. Such items as a statement of the school's philosophy, names and addresses of the faculty, school dates and holidays and the general policies of the school should be included.

School Visits

Often parents are not encouraged to visit the school. In my opinion, parents will not do too much visiting anyway, but at least they should be made to feel welcome. If, from time to time, groups of parents can be brought to see the school in operation they will better understand what it is attempting to do. The practice of visiting is more frequent in the elementary school. Pupils in high school are often unwilling for their parents to appear while school is in session. Certainly, there should be days, such as those when pupils' work is on display or special programs are being given, when parents should be encouraged to visit the school.

Visits to the Home

Some schools make excellent use of visits by teachers to the home as a means of interpreting the schools. My personal feeling is that whenever possible the teacher and the principal should know something about the home life of the child but it is often difficult for them to do much visiting when the school day is long and travel is difficult. Again, some parents dislike what they consider an intrusion into their home. Probably the ideal situation is for the school to provide a visiting teacher.

The Principal Outside of School

Often the public expects too much from the principal. This, however, is a compliment to the administrator. If the principal feels that his work is over when the last bell rings, he will often fail in his program of public relations. Of course, this does not mean that he should sacrifice his health and family to public demand.

The school principal who has maintained contacts with various organizations in the community is in an advantageous position to combat any influences which might seriously harm the local schools. If the principal expects to lead the school, then he should expect to be a leader in community life. After all, some of the best teaching is done outside the classroom and some of the best work in a public relations program will be done after school hours, if the principal is community minded.

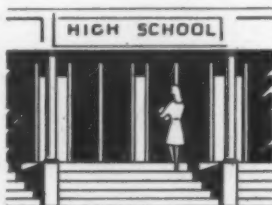
Pupils and Faculty

In the final analysis, the pupils and the teachers are perhaps the best interpreters of the school. The pupil is the connecting link between the school and the home. Whatever the spirit of the school, the pupil will carry it home with him. The method the principal uses for practicing democracy with his faculty will be carried over into the community. The average pupil recognizes and appreciates good teaching. He knows when the school is organized for work and is offering a good program of instruction.

The principal can concentrate on a program of public relations for the entire year but unless he has the cooperation of his pupils and teachers his program is likely to be a failure. Through the pupil and the teacher the principal can reach the home and the community.

Pupils and teachers should be informed about the educational policies of the school so that they can help interpret them to others. They should feel that they are stockholders in the enterprise. Today's pupils will be the parents of the next generation. The school administrator who fails to recognize his responsibility for developing in them a sympathetic understanding of public education is losing an invaluable opportunity to cultivate good will toward the schools of the present and the future.

It is the pupils and the teachers who will tell others about the school, its instructional program, its organization, its extracurricular activities, such as the annual, the school newspaper, the athletic program, parent-teacher meetings, the pupils' exhibits, the use of the radio and the other activities included in its public relations program.



On Architects' Drawing Boards in New York State

New schools to replace those which are
no longer adequate, new buildings to
meet the needs of growing populations—
these will one day become a reality

The proposed new Gotham Avenue School in the village of Elmont, Nassau County, will replace a 38 year old school. Overcrowded condi-

tions in the present building make it necessary to have both full time and part time enrollment. With the completion of the new grade and junior

high school to accommodate 520 pupils this situation will be remedied. The school architect is Frederick P. Wiedersum of Valley Stream, L. I.



**Gotham Avenue School, Elmont
Nassau County**

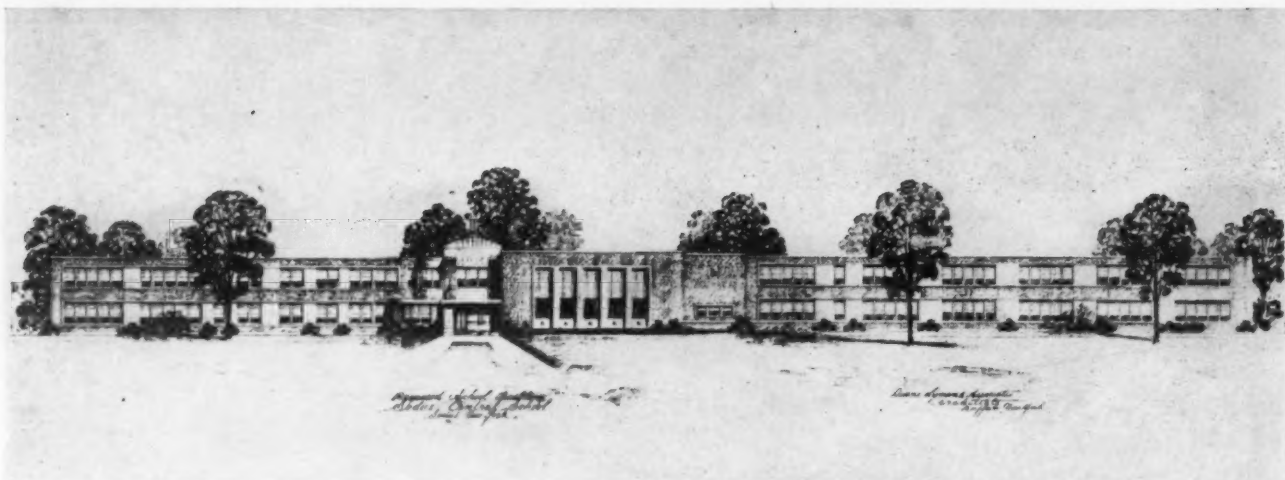


Central School District No. 1 in the towns of Newfane and Wilson in Niagara County now maintains 12 separate school buildings, including a church gymnasium, a fire com-

pany's assembly hall and part of a private residence in Newfane, which are rented. These will be abolished with the completion of a new central school building for 1000 pupils. It

Newfane and Wilson Central School, Niagara County

will contain a gymnasium, auditorium, cafeteria and school bus garage. The architects are Duane Lyman and Associates of Buffalo, N. Y.



With the construction of a new \$617,000 grade and high school for 954 pupils at Sodus in Wayne County, the existing 65 year old building and several one room schools will be abandoned. The clos-

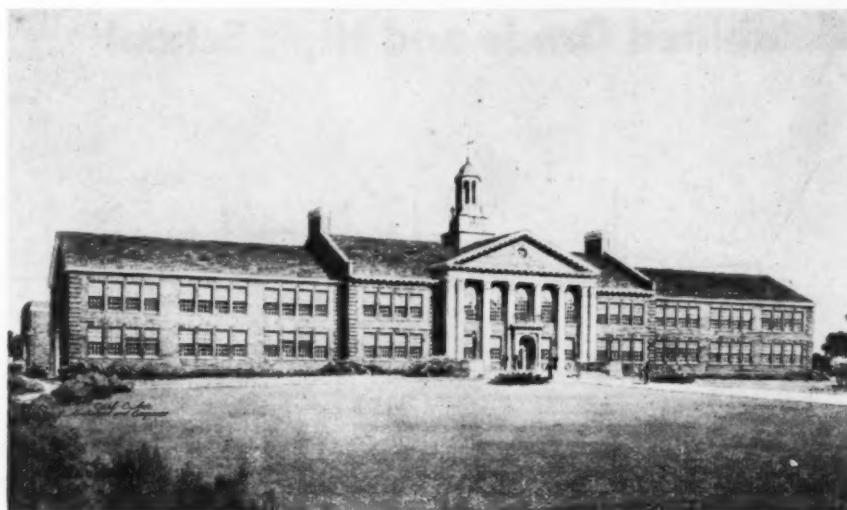
ing of several rural schools and increased enrollment have made a new school a necessity. Kindergarten and first grade are now in rented quarters in a church basement. The present building is a fire hazard and there

Sodus School, Wayne County

are practically no athletic or playground facilities. Duane Lyman and Associates of Buffalo are the architects for the new school building.

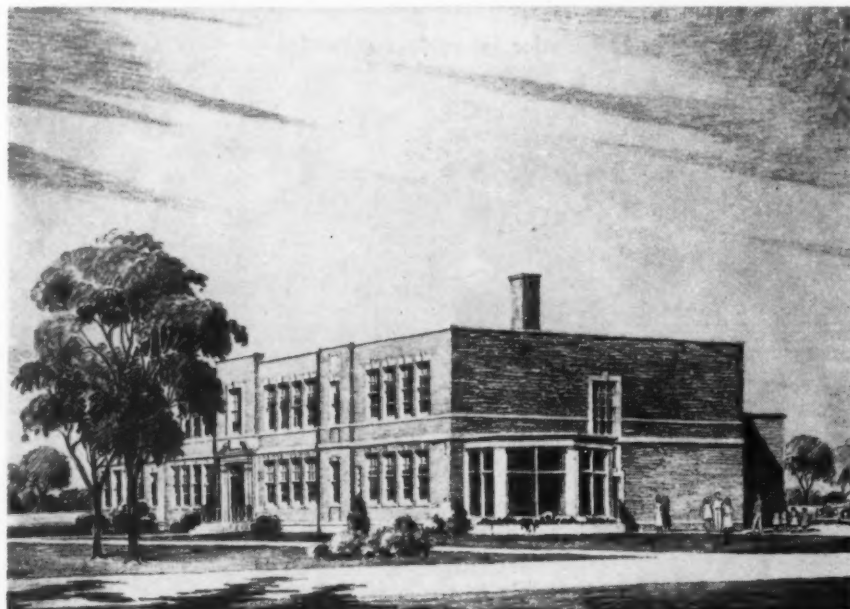
Irondequoit Junior-Senior High School, Rochester

The new Irondequoit Junior-Senior High School will be erected on the site of Dake Elementary School. Anticipating a heavy future growth for this Rochester suburban area, plans include accommodations for 1000 pupils. The present high school building, more than 50 years old, will be abandoned. It is located



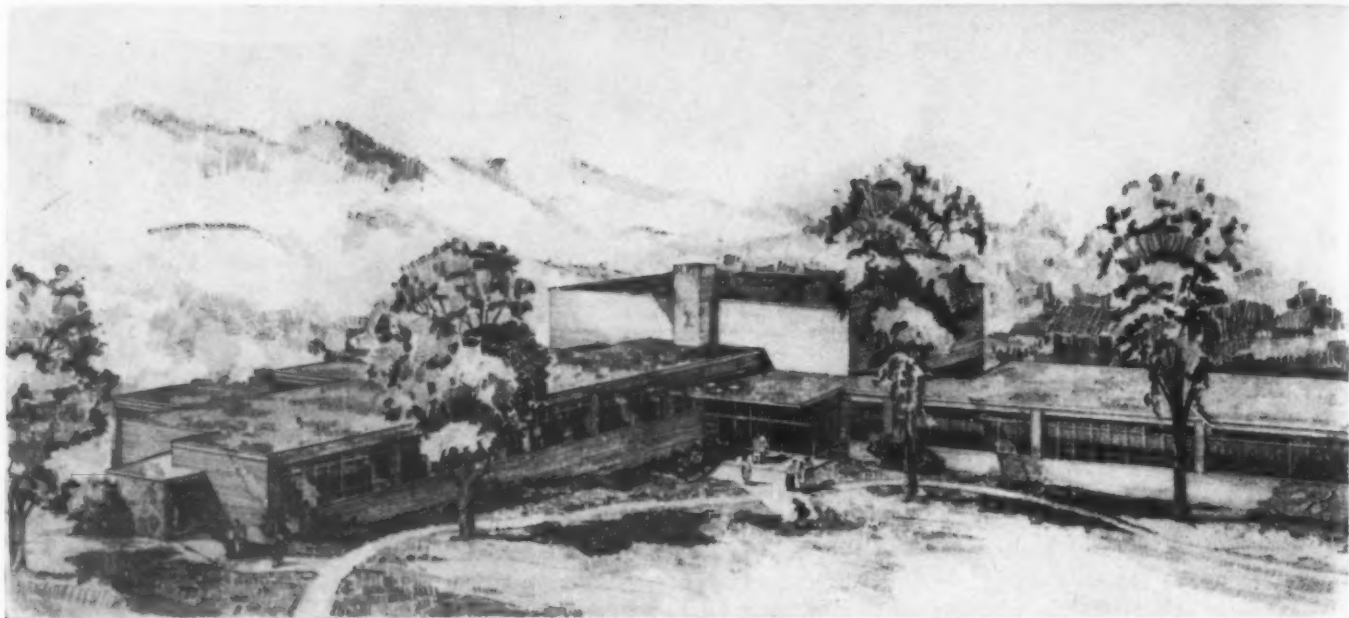
in a commercial area while the new structure will be in an almost wholly

residential section. Carl C. Ade of Rochester is the school architect.



Addition to Charlotte Sidway School, Grand Island

Grand Island, situated in the Niagara River between Buffalo and Niagara Falls, has rapidly developed into a commuting center with a constant increase in pupil enrollment. The proposed addition to the present building, erected in 1936, will increase the capacity from 180 to 320 pupils at an estimated cost of \$65,000. Also included in the plans is a new bus garage to replace an old wagon shed. Owing to the large area of the district, nearly all the pupils are transported by bus. The garage, estimated to cost \$13,600, will have sufficient storage space for five buses and also a maintenance shop. Paul H. Harbach of Buffalo is the architect.



Architects' drawing of the Stowe Grade and High School, Stowe, Vt.

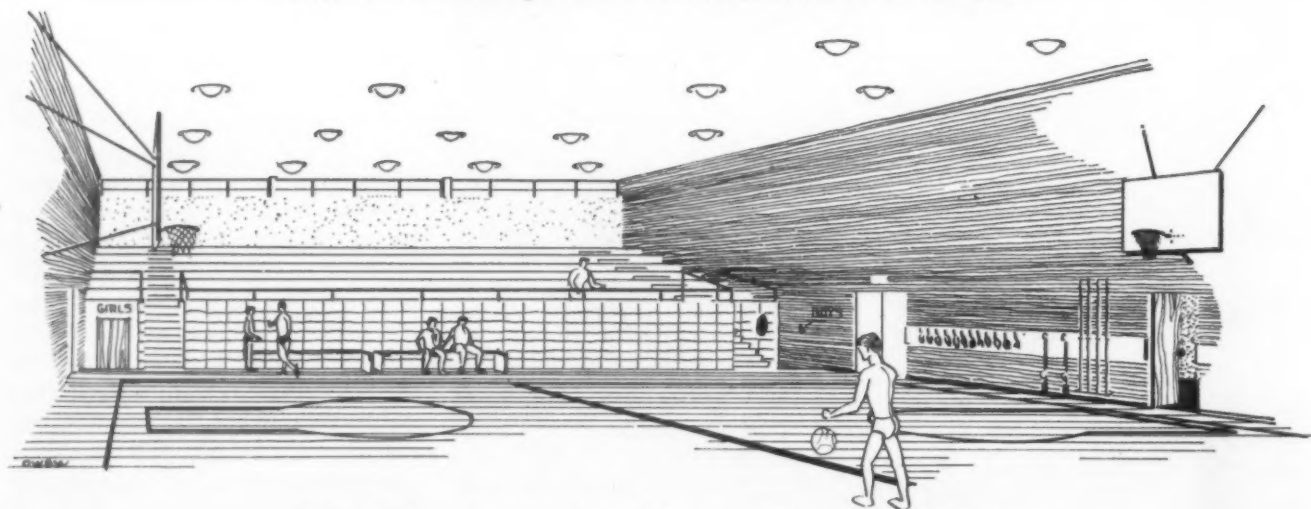
Combined Grade and High School

W. W. FREEMAN

Freeman • French • Freeman, Architects
Burlington, Vt.



Classrooms are well lighted and have facilities for various activities.



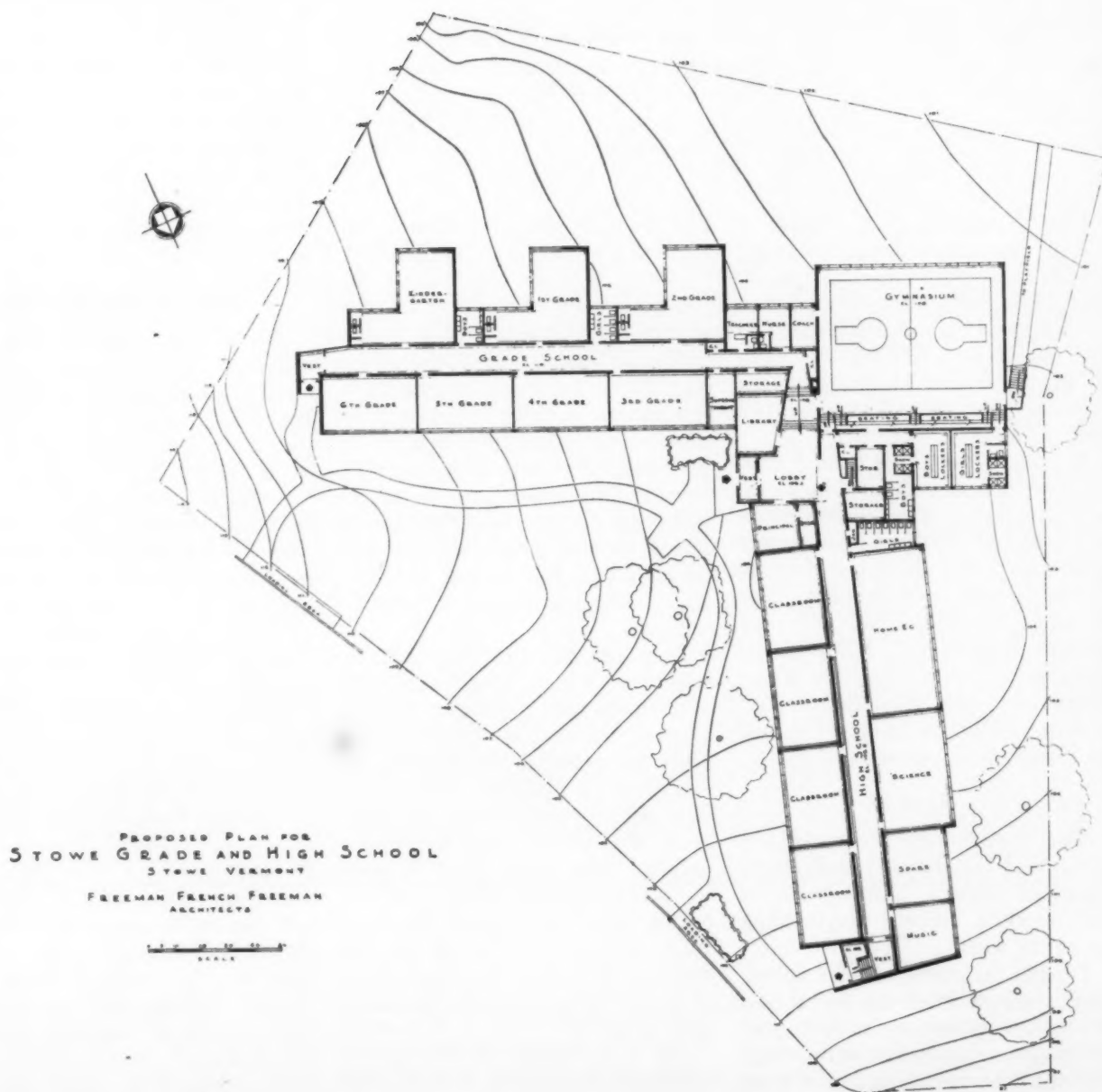
The well planned gymnasium will be accessible to the public also.



THE irregular site of the proposed new grade and high school for the town of Stowe, Vt., led to the development of a plan which would take maximum advantage of the irregularity as shown in the accompanying illustrations.

The southeast wing houses the elementary classrooms which have direct access to the play space set aside for younger children. The high school classrooms are in the north wing which is at an angle. We have endeavored to achieve a well defined separation not only for the classroom facilities to be used by each age group but also for the gymnasium, which will be accessible to the public.

The desire for a maximum of space, light, heat and ventilation for the comfort and health of the pupils and teachers plus an extremely limited budget has dictated an interior design which is without elaborate details or expensive finish materials. The interior walls will be of brick and native pine or birch, the ceilings of acoustical plaster and the floors of hard wood or asphalt tile.



Approach to Planning

With the present high costs of materials and labor,

it is the architect's job to keep expenses down.

This article shows how one architect made adjustments in his planning which resulted in savings.

ARTHUR N. STARIN

Arthur N. Starin and Associates, Architects
Basking Ridge, N. J.

THE purpose of this article is to discuss the effect of the rising cost of construction on school buildings. The thoughts expressed and the suggestions offered regarding the use of materials are the result of my experience in designing the Vernon Township Consolidated School.

Vernon Township is a rural community in Sussex County in northern New Jersey. The illustrations on pages 33 and 39 show two schemes that have been developed for the school board's consideration. The thinking in connection with the problem was naturally influenced by the regulations of the New Jersey Department of Education which govern the construction of school buildings within the state.

Cost

The predominating thought in the minds of rural school board members after a consideration of their needs is, "What is the building going to cost?"

During the period of price adjustment through which we are passing, it is fast becoming evident that buildings in this section of the country can be expected to cost a great

deal more in the near future than they did in 1940. It is essential, therefore, that the architect, as the school board's representative, give serious consideration to this matter.

The consolidated or central school has always been conspicuous in a community because of its size in relation to other buildings. It is only natural that community pride should find expression in school buildings that are enduring monuments to the community, to the school board and to the architect. This tradition has been accepted in the past.

It is essential that the architect take the lead in looking for methods to keep the total cost down without lowering the standard of design, for he is the technical representative of the board of education and it is to him that this group looks for guidance. Because of the tremendous national debt which must be paid by taxes and which will be a burden on the individual taxpayer for many years to come, it is up to the architect to explore the possibilities of lessening school costs as much as possible.

An examination of the school buildings constructed 40 and even

25 years ago will generally disclose that they are obsolete according to present day standards. The ceilings are much too high; natural lighting in the classrooms comes from two directions, often causing glare or shadows; the glass area within the classrooms is insufficient; the system of ventilation is not adequate; the heating plant is outmoded; the corridors and stair cases are not fire resistant; corridors and stairs do not lead directly to exits; coat rooms in connection with classrooms are without ventilation; there are insufficient toilet facilities; and some of them are insanitary; there are no provisions for the school nurse or proper office space for the principal and teachers; no provision has been made for filing school records, and the acoustics in the corridors, auditorium and gymnasium leaves much to be desired.

These faults, which are commonly found, and many others make the 25 to 40 year old school building inadequate for use today unless thorough remodeling or the building of additions is undertaken.

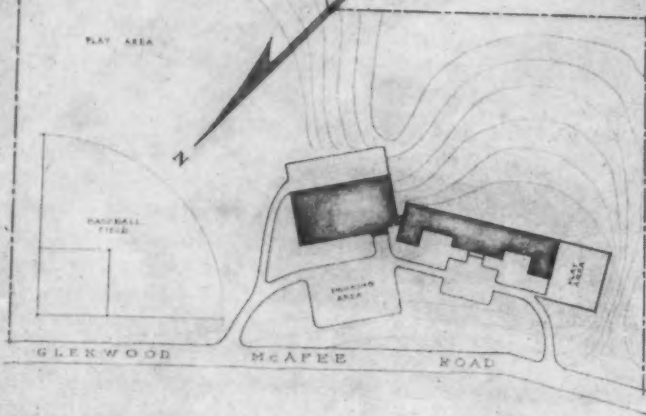
School's Expected Life

We cannot assume that our buildings of today will be less obsolete in 40 years than are buildings of this age now. At no time in history has change taken place more rapidly than it is doing today. Changes in thought regarding school buildings that will have a definite effect on our planning of tomorrow are already in the stage of crystallization. Let us consider one of these by way of illustration, namely, natural lighting *versus* artificial lighting.

Today it is generally demanded that each room used for educational purposes have a certain proportion of glass area to floor area within the room. Tomorrow we may require that the lights in a classroom be controlled by a light meter that will assure even lighting throughout the entire room, regardless of the natural light. In a few years it may be the accepted thing that natural lighting, with its variations and degrees of intensity, however supplemented, will be considered of minor importance and that the



THE PURPOSE OF THIS
DRAWING IS TO SHOW
THE LOCATION OF THE
PROPOSED SITE WITH-
IN THE TOWNSHIP, ILL-
USTRATE THE ADAPTA-
BILITY OF THE SITE TO
SCHOOL USE AND PICTURE
THE POSSIBLE APPEAR-
ANCE OF THE BUILDING



Proposed scheme
for Vernon Township
consolidated school
for Vernon Township
Board of Education.

Arthur N. Starin
and Associates
Architects

classroom will be lighted entirely by artificial means. The modern factory, built without the regulation of codes, is fast doing away with

dependence upon natural lighting, since it is believed that too many windows divert the attention of the factory workers. The same thing

may well happen in the school field. It would seem reasonable in designing school buildings that we have in mind a useful life for the struc-

ture of not more than forty years. This is important, for it may result in savings to the taxpayer.

Exterior Design

Let us consider the exterior appearance of the rural school in its relation to costs. It is not uncommon for a school board to specify that a building be Colonial in design. If this is what members of the school board desire, this is what the architect should attempt to give them, after, perhaps, conveying to them the thought that style in architecture should be representative of the time in which a building is constructed.

I have only the highest respect for a design that is a modern interpretation of the Colonial or Early American manner of building. However, I wonder if our Colonial and Early American forefathers would have built as they did if they had had available the materials and methods of construction that are ours and had had to face costs of labor and materials relatively equal to those of today.

If, however, we are to design in the Colonial or Early American manner, our thinking should be tempered by the conditions that exist in our time; we should not grab bits of detail from the periods of the past.

The principles governing design of present day structures that can be applied to schools are that space should be enclosed in the simplest and most direct manner and that the design should embody the most efficient arrangement possible for the installation of modern heating, ventilation, plumbing and electrical systems. A structure built from this approach will be attractive in appearance because of its very simplicity if it embodies the correct application of the laws of composition, relation of line and harmonious scale and color. These are the essentials of good design in all its phases.

In order to simplify the designs of the Vernon Township School, the knoll where the building is to stand will be leveled by bulldozers and the material from the cut will be used to fill in the low related areas. This will provide valuable play and parking space for the school. The cost of leveling the knoll will be repaid many times by the

creation of a flat area on which a simple structure can be built instead of the type which would be required to conform with the original irregular contours, however picturesque this might have been.

Materials

In a discussion of building material costs, it should be borne in mind that prices vary in different parts of the country. Therefore, the recommendations I have to offer should be tempered by local conditions in particular areas. For the purpose of comparison, an accepted standard of construction of a part of the building will be described and a substitute construction will be suggested that should result in a reduction in cost.

A standard outside wall construction is a facing of brick backed up with vitrified tile or common brick, finished with metal lath and plaster applied over metal furring. In the corridors, it is common practice to omit the plaster to wainscot height and face the wainscot with hollow glazed brick or tile.

As a substitute, consider a cinder block wall finished on the outside with several coats of white portland cement wash. For the inside of the wall with wood strips and cover with recessed joint plaster board. As a wainscot, apply to this surface one of the standard linoleum finishes.

When lumber becomes more plentiful, it is possible that the brick veneer type of construction commonly used in homes will work out so as to effect a cost saving. This construction should be considered for one story schools only.

Pitched and flat roofs call for the use of different materials. The standard construction for pitched roofs calls for wood framing.

The relative roof and ceiling construction in modern design would have open web steel or concrete joists. These structural members would be covered with gypsum or concrete plank over which rigid insulation and built up roofing would be applied.

The commonly accepted ceiling construction used in connection with the pitched roof is metal lath and plaster applied on the underside of the wood ceiling joists on top of which is installed the insulation.

The ceiling joists in the classrooms could be cross furred with wood

and covered with interlocking insulation tile. In the corridors the ceiling would probably be of metal lath, finished with acoustical plaster.

The advantage of the flat roof over the pitched roof is that the former will probably cost no more than the latter and will be fire resistant.

There are several possibilities of partial failure in ceiling construction that should be guarded against. These include the omission of a proper vapor seal paper in relation to the insulation; improper spacing of furring strips to receive the insulation tile; the installation of the tile when the building is cold and humid.

Asphalt tile floor finish is now beyond the experimental stage. Its use is now generally accepted. It is easy under foot, has acoustical value and provides color in the corridors and classrooms. Its use will result in considerable saving over the cost of finished floors, such as maple and terrazzo. Cement floors which are in common use are not satisfactory and have a high maintenance cost. Asphalt tile floor covering can be applied over radiant heat coils embedded in the concrete floor slab.

Heating

Careful consideration should be given to the use of radiant heat in a one story building. The floor slab can be laid on the grade with the heating pipe buried in it. This will do away with the use of pipe trenches. It is inexpensive to install and low in operation cost.

Only a few of the more important items of construction have been mentioned here in connection with reducing costs. There are many others, such as standardization of all detail, including classroom units, and the complete elimination of ornament. By a proper use of color on floors, walls and ceilings, the interior of a building can be made attractive and stimulating to its occupants.

It is well to point out that there is nothing revolutionary in the suggestions I have made. I have tried to focus attention on the cost problem in relation to design and materials and to review some of the important savings that may be considered if we accept the premise that our school buildings should be built for not more than from twenty-five to forty years' use.

EACH MONTH A QUESTIONNAIRE IS MAILED TO
500 REPRESENTATIVE SCHOOL ADMINISTRATORS

THE NATION'S SCHOOLS

SCHOOL OPINION POLL

What About Minimum Salaries?

IN ITS initial session, the N.E.A.'s Commission on Teacher Education and Professional Standards urged higher minimum salaries for inexperienced persons with four years of college preparation.

Annual salaries for beginners, the commission agreed, should yield the equivalent of \$45 a week on a fifty-two week basis, or \$2340 a year.

Yearly salary increases should start with the second year of service, Dr. W. E. Peik, chairman of the commission, told press and public and should continue with additional experience and training. A level of at least \$4000 should be reached in ten years for college trained persons.

Other recommendations were made but the salary goals set by the new commission were used as the basis for this month's opinion poll.

It is not surprising that 85 per cent of school administrators are willing to go along with the commission in its drive for a \$2340 annual salary for college trained teachers.

Some 62 per cent agree with the commission that those with ten years' experience should be getting \$4000 a year. Those who disagree with the commission want to be certain that poor teachers are weeded out and that additional financial rewards go only to those with real teaching ability plus additional study.

The highest point of agreement among superintendents polled comes on the relationship between present low salaries and the shortage of well trained teachers. Of the respondents 89 per cent feel certain that low salaries are the chief reason for the shortage.

Are Dr. Peik's and the commission's salary recommendations possible of attainment? Eighty-four per cent of the respondents believe they may be possible; half of them think the salary minimums are practicable in all states. A fair number regard these minimums as attainable in all states with federal

aid, although another segment of opinion is that these salaries are too high for certain sections of the country.

Let us study some of the comments that accompanied the questionnaires, on which there was a 40 per cent return by the necessary deadline.

Says Brose Phillips of Dorrisville School, Harrisburg, Ill.: "If any section of the country could not pay this higher rate, the federal government should assist. I realize that \$4000 is worth more in some sections than in others, but this should be the minimum, with wealthier areas paying at a higher rate."

QUESTIONS ASKED OPINIONS EXPRESSED

1. Do you agree with the recommendation of W. E. Peik that all teachers with a bachelor's degree should be paid a minimum salary of \$2340 a year?

Yes	85%
No	12
Uncertain	3

2. Do you agree with Dr. Peik that the minimum salary for college trained teachers should be not less than \$4000 after ten years' experience?

Yes	62%
No	22
Uncertain	16

3. Do you regard low salaries as the chief reason for today's shortage of well trained teachers?

Yes	89%
No	8
Uncertain	3

4. Do you think Dr. Peik's recommendations, as reported above, are practicable?

Yes, in some states	50%
Yes, in all states	34
No	6
Uncertain	5
Not voting	5

A small town Kansas superintendent thinks administrators should get \$4000 after ten years' service and teachers \$3600 in his section of the country.

From the school head at Suffield, Conn.: "Darien, Conn., has my idea of what Connecticut should have for a salary schedule. Dr. Alfred Simpson of Harvard was consultant."

Supt. P. L. Hamlett of Marvell, Ark., comments: "Teachers' salaries should be adjusted with the retail price index level. Why not a parity on teachers' salaries as on cotton, wheat and tobacco?"

Remarks Supt. E. R. Haas of Rock Valley, Iowa: "General economic conditions would make a \$4000 minimum uncertain. In 1932, \$2000 was as good as \$4000 is today in terms of purchasing power."

"These recommendations too high for Texas."

"Could work with proper reorganization and consolidation."

"Not in South Carolina unless we get federal aid."

"Nothing short of an atom bomb would make this salary schedule possible."

"Some system of screening out poor teachers should be used."

"Surely by this time we have proved the fallacy of operating schools on a 'poverty basis.'"

"Leon Henderson, Chester Bowles and others have demonstrated the futility of trying to establish controls on a free people in a free land. Let's forget about binding American education with needless red tape."

"Proposing minimum and maximum standards for teachers' salaries based solely on preparation is unsound. Teachers should be employed on a twelve months' basis and provisions made for their continuous personal and professional growth and salary increments based on an intelligent merit plan. When this is done, the salaries proposed are much too low."



British Information Services

London's Children in 1946

WILLIAM SKIPSEY

Headmaster, Elementary School, East Ham, East London, England

LONDON'S children are now nearly all returned from their evacuation billets and London's elementary schools are woefully overcrowded. Sometimes in the bombing a school was destroyed or partly destroyed while the immediate neighborhood of little streets was not rendered entirely uninhabitable.

Until recently one such school in East Ham, an extra metropolitan borough on London's eastern fringe, had 350 junior girls and boys crowded into six dark rooms on its first floor with only one staircase 4 feet wide as a means of entry and exit. The other staircase had been destroyed when an adjoining infants' school was laid out flat by a bomb. All the children were working by

artificial light because most of the windows were filled in with cardboard or roof felting in place of glass. The walls were scabrous with peeling paint and plaster, the pictures were gone and the children were using old and tattered textbooks that had been bombed from the cupboards and had lain open to dust and weather for weeks on end.

Yet here were the children back again, happy and vigorous in body and mind and apparently oblivious of the dirt and discomfort of their classrooms, their tattered schoolbooks and their overcrowding.

Certainly, the average London child today could not pass the same end-of-term test that a child of his age group would have taken in the

years before the war; but what he lacks in acquired book learning is counterbalanced by something he has gained from a wider experience of the world, other homes, other schools, country sights and sounds, the life of little townships with their greater diversity of social types and occupations.

To appreciate the full effect of this change of environment on a child attending such a school as described, it must be realized that before the war he lived in a house or a half house, one of many thousands occupied by working people who daily travel afar for their day's work, and that his social contacts were restricted to such people. Only at school, at the library and in the occasional contact he had with the doctor did he meet people of a different degree of education, different social or esthetic interests or occupations. His life was embedded in a thin social stratum that stretched interminably around him.

The child who left London during the war and has now returned has met so many people above and below his own social stratum that he talks and thinks with a poise and a freedom from embarrassment he would have been incapable of before the war.

Our New Towns Committee has laid down the rule that Britain's new town building should provide for persons of various income groups and for those having a variety of interests and different forms of employment. This will give to future generations of working class children the conditions that have so much improved the London child of the war years and will do more for the education of the working class parent than has hitherto been possible.

The problem that now confronts the London teacher is how to provide in present day school life those things which evacuation proved to be of value. The child is once more embedded in his stratum and, except where the new townships will receive him, nothing short of a new national upheaval will get him out of it. Here, for those of the 11 plus age groups, the new modern secondary schools should play a useful rôle.

Britain's new Education Act, in establishing these schools, intends that they shall offer courses of study similar to those of the grammar

schools to which the brightest of the children shall go, but that the children shall work without being subject to the stress of having to sit for matriculation or its equivalent for a leaving certificate.

So far as "education of life" is concerned, these children will be the more fortunate. Without the pressure of the examination syllabus there will be less cramming and more attempts to bring the activities and interests of the outside world into the school. In the modern secondary school for girls near by the girls receive a fortnightly afternoon visit from a liberal minded farmer in which he recounts each fortnight's work upon his farm. These talks are supplemented by occasional visits to the farm which is 13 miles away.

The biology of plants and animals, the science of weather and of fertilization, the hygiene of food production and conservation, animal eugenics and sex instruction are all dealt with as they arise in the year's farm work. This means a whole afternoon from the timetable once a fortnight, no textbook study and no teacher for a whole afternoon, but a pleasant excursion with a cultured and humane friend into another world.

The results are already apparent in the books the girls are seeking from the public libraries. And in their visits to the farm they meet new social types as friends, the farmer's wife, his work people, his friends and the rural parson.

So much for the postwar children. But what of their parents? They, too, have changed. The new act has awakened hopes and desires for a better education for their children after the age of 11.

So far, however, these hopes center entirely on the parents' seeing their children go to a grammar school and, in their talk with me, I sense that for many of those whose children have just taken the test which selects the entrants to these schools, the child's failure to obtain a place will prove a disappointment.

The new modern schools, which will take those who are unsuccessful, have yet to prove their worth, and it is difficult to explain their potentialities to parents who themselves left school at 14.

Their anxiety, however, has made them willing to learn and will possibly bring about a new development

in adult education. Recently I attended a meeting of parents whose children attend a certain junior school. Two hundred and fifty were present, accounting for 60 per cent of the children. Their obvious anxiety to understand the real worth of the new modern schools to which most of their children must go at the age of 11 plus, made the headmaster ask them whether they would come to school for one evening a

week to hear a talk about schools and schooling. He would take them through the syllabus and tell them what was taught and why.

The parents received this offer with enthusiasm and this winter will see them attending a weekly class where in simple language the principles of education will be made plain to them and where the material, ethical and esthetic values of each subject will be discussed

Let's Have American Beginnings History

A. B. CALLAWAY

Principal, Junior High School, Dodge City, Kan.

THERE are many school systems throughout the country in which so-called "American beginnings history" is taught. This subject is often offered in the sixth grade. A number of junior high schools offer it in the seventh grade just before the pupil takes up American history in the eighth grade. In this way the American beginnings history comes just before and is directly tied to American history itself.

Probably the best place for such a history course as American beginnings in Europe is in the sixth grade. Then a fused social science course for each of the three succeeding junior high grades introducing early American history should be used as the core in the seventh grade, the national period of American history in the eighth and community civics or citizenship as the core in the ninth grade. Health and safety units might well be combined with the ninth grade course in social science.

The effective teaching of the fused social science course in the junior high school involves or presupposes the special training of teachers for the purpose. Teachers schooled to teach social science materials as separate subjects, such as geography, history and civics, do not as a rule take kindly to teaching the fused course in social science.

There is no textbook published that really treats of American beginnings in Europe in a satisfactory way. All of the so-called "American

beginnings texts" are merely junior general histories. Most of them devote a large percentage of their pages to ancient and medieval history. The story is usually told in a charming manner but it does not suffice for a story of American beginnings.

A text which would really function in giving the story of American beginnings in Europe should take up the origin and development of those great institutions which were transplanted to American soil and have been woven into the fabric of American democracy. I refer to such basic institutions of civilized society as the home, the state, religion, education, trade and transportation.

There are other institutions of great importance, too. None of the present texts treats the subject in this way. Here is an opportunity for someone to do our schools a high service, that is, to write a real history of American beginnings in the Old World.

In vain I have sought for a text tracing the growth and development of those institutions which grew up in other parts of the world and were transplanted to American soil. The usual texts are long accounts of ancient dynasties, of wars and military conquests, of ancient cultures, philosophies, religions and mythologies; they tell precious little of the origin, growth and development of those institutions which have meant so much in bringing our people up to their present civilized status.

Audio-Visual *versus* Verbal Teaching

The latter still has its place

VERONICA TRIMBLE KUHNLE

Teacher, Lowell High School, San Francisco

AUDIO-VISUAL aids are more and more heralded as one of the chief contributions of modern times to education. Their specific benefits are apparent to every teacher who wishes to vitalize her classroom work. They capture interest, arouse enthusiasm, make materials live, spur action. They often throw on dull, abstract and unintelligible material a new light that makes it clear and comprehensible.

I am in full sympathy with the use of any materials that help to make the learning process easier or pleasanter. I have used audio-visual materials many times and have become convinced of their particular effectiveness. My sole purpose now is to sound a note of warning, a caution against those whom I believe to be overzealously devoted to visual aids.

Propagandists for audio-visual aids tell us that what we see and hear is the core of our life experiences. We like, and are convinced by, what our eyes and our ears tell us. Therefore, many of us spend most of our leisure time listening to the radio or going to the movies. In the words of a leader at a recent audio-visual conference held in Berkeley, Calif.: "Education should improve the things that people are going to do anyhow."

Verbal Teaching Needed

Without deciding whether or not pupils in later life will be asked to do things they don't want to do or 'would do "anyhow," let's raise the question: *Will not the pupil have to face life experiences that are dull and lifeless? Are there not times when the verbal is more valuable for teaching life adjustment than is the audio-visual?*

What the protagonists of the audio-visual call "the emotional impacts that affect behavior, that in turn produces the only true learning" are often not only a hindrance but a posi-

tive deterrent to the things that pupils will have to do after they leave school. The most universal of these adult experiences, in my opinion, have to do with understanding the income tax and the sample ballot. And along with these must be mentioned the rules and regulations, as well as the numerous directives, of our armed forces.

These last named were painfully important during the war and, so long as universal military training is a live issue, they will continue to be important. Furthermore, bulletin boards of government bureaus and corporation departments impose upon their employees a tremendous and steadily increasing responsibility for digesting directions that are dull, abstract and sometimes even ambiguous in language.

Recently, at an audio-visual conference, in sounding my note of caution, I ventured to say that I had talked with the personnel manager of one of our major railroads. I had asked how our pupils had done in their summer employment. She replied that, while in general they had done as well on the job as regular employees and in some ways better, showing greater quickness and alertness, they were woefully deficient when it came to *reading accurately directions given to them on the daily bulletin board.*

"Have you ever tried to reduce railroad rules and regulations to a form that would catch the eye or ear?" One audio-visual enthusiast answered me with supreme confidence: "Then the railroad should change its directions so that they can be easily understood."

I persisted: "Well, then, how about the income tax forms? We hope that our pupils won't be paupers and that they'll have to fill out their forms." Can anyone deny that these are notoriously long-winded, abstract and difficult to comprehend?

Well, our audio-visual enthusiast had an answer for this, too. "No one can understand an income tax form."

I struck back for a third time before going "out": "What about our sample ballots? Are there ever pictures and sound effects accompanying the explanations of measures to be voted upon? Is any material ever any duller?"

Still my sparring partner defended herself: "Well, if a person can't read about the amendments and know what they're for, he shouldn't vote."

The long and short of all this is that whether they like it or not, whether they are equipped to do it or not, practically all of our pupils in future years will have to read the rules and regulations governing their employment, make out their income tax forms or government reports, read their sample ballots. And I haven't mentioned the sales contract!

Must Learn to Grasp the Abstract

Success or failure in doing these things may decide whether they can hold a job, become leaders, avoid penalties and, last and most important, by voting intelligently, make democracy work. If the goal of modern education is to prepare for life, then, in my judgment, education will have to retain a place for the dull, dry textbook material as a means for enabling pupils in future years to grasp the abstract idea that *still has its big place in modern life.*

We can't remold the world to our heart's desire—not all at once, at least. We have to take life as we find it and meet it as best we can. Knowing what we do about the true values of audio-visual materials, we should continue to exert whatever influence we have to modify dull materials. On the positive side, one need only mention navy training films and American Automobile Association visual safety campaigns to applaud what has been done.

However, we shall have to have patience and realize our limitations. The tail can't wag the dog. We can't, by overdoing a good thing, run the risk of having it become a boomerang in its effect.

Play Teaches Sportsmanship

GEORGE PROPECK

Principal, Woodrow Wilson School
Bellwood, Ill.



All boys should participate
in some form of athletics.

NOW that the war is over, we can focus our attention more intently on the physical education and athletic programs offered by our schools. The term "athletics" brings to mind the question of sportsmanship. Sportsmanship may be defined in many different ways but to most people what it stands for can be briefly summarized by the word "fairness."

Some of the richest existing opportunities for teaching and practicing sportsmanship and living according to its principles are available on the elementary school level. Grade school athletic coaches enjoy favorable working situations because they are not driven by popular demand, group pressure or highly competitive athletic contests to infringe upon the rights of the individual pupil or to stress doubtful tactics to win games.

Working under these conditions, a coach can follow the principle of "Let them all play because they enjoy it." He can also consider what is best for the individual rather than adhere blindly to the policy of winning the game, regardless of the cost.

No matter how limited their natural abilities or achievements may be, all normal boys should be provided with an environment conducive to some athletic interest and participation in intramural or competitive athletics. Psychologists agree that a child must have a feeling of belonging to a group or groups or else he is likely to become maladjusted. When educators encourage pupils to grow and develop properly, they are supporting this contention. A sound mind in a sound body is one of the essentials of good citizenship.

Probably much more importance should be attached to the pupil's mental outlook with regard to personality and character than to his physical development during his growing years. The period of early adolescence is a formative one for developing social habits and behavior. The alert coach to a truly remarkable

extent can help the pupil acquire the more desirable character traits by seeing that he develops the right reactions to physical education activities. The foundation for his future growth, learning and development is either laid or reinforced at this time. His ultimate success in life depends upon how securely desirable habits are molded into his character.

In schools in which health and physical education are justly considered the most important part of the curriculum, an immeasurable amount of character can be built and mental alertness and physical strength acquired by pupils through participation in the physical education program. An example of how the morale and ideals of a student body can be brought out and integrated into the pupils' daily lives is demonstrated by the following sportsman's code which was the direct outgrowth of a physical educational program.

School Code

"I, as a sportsman of _____ School, will play fair at all times. I will take a defeat gracefully and congratulate the opposing team members on their playing ability. I will keep up my spirit and help strengthen the team's morale at the

same time. I will accept the referee's decision and will not say the referee or the other team cheated.

"I will obey all rules, written or unwritten, of the school or coach. I will appreciate the rest of the team's cooperation and will not boast about my playing ability. I will play a good, clean game at all times and won't quit the good playing when my team is in the lead. I will be honest and worthy of being on the team and prove it to the people, coach and my teammates. I will assist a schoolmate or beginner who isn't so well trained as I.

"I will earn my grades in school work and won't complain if I get only what I deserve and no more. I will always be courteous and thoughtful of the teachers, the other pupils and other people. I will do my best at all times and profit by my mistakes. I will make teachers' criticisms stepping stones to success and grasp the opportunity to use them. I will always be clean in clothing, body and mind. I will have commendable conduct and manners.

"I will follow directions cheerfully and will not lie down on my obligations, even if at first I did not care for them, keeping always in mind this famous quotation.

"When that one great scorer comes to write against your name,

He asks not if you won or lost, but how you played the game!"

After the pupils and physical education teacher formulated the foregoing code as a part of the formal health course, it became a vivid and meaningful message to them. Too much emphasis cannot be placed upon projects of this kind because "education is life."

Juvenile delinquency and other social ills may be alleviated somewhat in the future as more men reenter the teaching profession and use their influence in promoting loftier ideals and sportsmanship in boys and girls through the medium of an enriched and well balanced physical education program in the schools.

The School Secretary

She keeps the wheels of administration turning

smoothly and is a force in developing friendly

relations between the school and the community

MILDRED BYERLY

Secretary to J. L. Hackenberg
Superintendent, Shamokin, Pa.

THE purpose of our public schools, to educate and train the citizenry of tomorrow, remains unchanged but the system for carrying out this purpose grows more complicated every year. The impact of the war with its national defense training program and the real contribution made by the schools toward the war effort indicate some of the recent areas of service that have been added to the ordinary work of the nation's public schools. Just as the school curriculum has had to be adapted to our national needs, so also has the school administration office been affected.

Secretary Now an Accepted Fact

Some of us remember when a clerk in the school office was an exception; he or she was usually paid by the administrator out of his own meager earnings. We have traveled far since that day, however, and the school secretary is now an accepted fact. As teaching and the theories of education have improved and been expanded, the administrator's attention has had to be given more and more to professional matters, educational leadership in his school and city, supervision of classroom instruction, in-service training of teachers and handling of the business transactions.

The best teaching and best organized school systems are those in which the principal or superintendent is free to spend most of his time in pursuance of these duties. It is

here that the school secretary finds her place in the educational procedure.

Let us consider the school secretaryship and how it differs from a commercial or industrial secretaryship in the qualifications required of the individual and in its responsibilities. The school secretary must have a complete knowledge of the school system, its organization, its aims and ideals, its curriculum, its personnel and sometimes its business transactions. She accepts responsibilities, makes minor decisions, is loyal to her superiors and the school system as a whole.

She must be able to carry out the administrator's will without continuous supervision. She must understand and be able to interpret his point of view so that she can represent him to callers and answer his mail. It is she who facilitates the office routine, plans for the punctual accomplishment of the work regardless of all other considerations, yet realizes the importance of her job as an independent school function.

Must Be Well Informed

No one has more need of a wide cultural background than the secretary who, as the representative of her employer, should be well informed, interesting and able to converse discreetly on many subjects. Just as the administrator must be alive to the cultural, recreational and social agencies of the community, so the secretary must keep herself

equally well informed so that she can assist pupils and parents whenever necessary. She is the point of contact among school officials, principals, teachers, custodians, parents, pupils and the community. Few persons are in a more strategic position to develop good school-community relations than is the school secretary.

It follows, then, that great confidence is placed in her ability to keep accurate records, to think clearly, to evaluate people and situations quickly and accurately. School supervisory and administrative officials have taken the competent clerical assistant for granted and rarely is consideration given to the years of apprenticeship that must be spent before the secretary attains the full degree of self reliance required of her.

Courses for Secretaries

It is obvious that the modern, efficient school system seeks capable, specially trained persons for this vital position in the administrative office. With this thought in mind, several universities throughout the country are now offering summer workshop courses for school secretaries. Many who attend are sponsored by their individual school districts which consider this a wise investment. The large registration for these courses is indicative of the interest of school secretaries themselves in professional study.

The time has come for the local school administration to acknowledge the important place held by the school secretarial staff and lend support to its professional advancement. This can be done by:

1. Recognizing that the position is a strategic one, offering opportunity for service equal to that of any other position in the school system.

2. Assisting the secretarial staff to recognize the dignity inherent in its work, from a financial as well as a professional point of view.

We already have teacher-librarians, home and school visitors, school nurses and dental hygienists—all certificated persons who have had specialized training. Let us hope that the new school secretary, enjoying tenure, sabbatical leave, retirement benefits and salary schedules derived from certification, takes her place as an important link in the chain of good school administration.



America's First Free School
Dedham, Mass.

This drawing of the building, which was erected in 1649-50, was approved by the curators of the Dedham Historical Society in 1944.

Our First Tax Supported Public School

CALVIN E. WILCOX

Superintendent, Dedham, Mass.



Parkway News Photo Service

Tablet erected by the Commonwealth of Massachusetts in commemoration of the school.

LESS than two decades after the establishment of the Massachusetts Bay Colony in the environs of Boston, educational history was in the making at Dedham, Mass. Here was established the New World's first free tax supported public school.

Historians, for the most part, have overlooked this event. But the early inhabitants of Massachusetts, particularly those of the 10 year old colony of Dedham, had some peculiar notions about freedom, namely, that it was precious and that the sure way to continue free was to guarantee the enlightenment of future citizenry.

Furthermore, when the citizens of Dedham, on Jan. 1, 1644, voted to establish a free public school and to support it by general taxation, they, in effect, set a mold for certain aspects of American culture. This first free tax supported American public school set an example for other American communities to the extent that today more than 25,000,000 pupils are enrolled in public schools, the annual total expenditure for which is more than two and one third billion dollars.

Today, three hundred years after

the Dedham vote for free tax supported education, it is possible for practically every boy and girl under

16 years of age to receive an education in free tax supported schools. In some cases this public tax supported education is extended in a measure through the college and graduate school levels.

At the precollege level, public education has become so nearly universal that it forms the chief pattern of training for American youth. That such a pattern should develop seemed to be the plan of those who established the American public school system.

At the time when the Dedham public school system was established, democratic forms of government were established and flourished in Massachusetts. It must have been apparent to these early champions of democratic government that democracy could work only with an intelligent and educated population. The public school system was the answer to the question as to how the population could be made intelligent and how it could become an educated group.

Commemorative Order of Exercises	
1 st Prayer	- R. Wheelock
2 nd Anthem	
3 rd Arithmetic	
4 th Oration	- W. Longfellow
5 th Composition	- T. Dwight
6 th Algebra	
7 th Oration	- J. Aldrich
8 th Philosophy	
9 th Latin	
10 th Oration	- J. Eaton
11 th Composition	- R. Wheelock
12 th Moral Philosophy	
13 th Poem	- W. H. W. H. W.
14 th Oration	- J. Allen
15 th Arithmetic	
16 th Grammar	
17 th Algebra	
18 th Composition	- S. Shepard
19 th Composition	- M. Bacon
20 th Latin	
21 th French	
22 th Composition	- Mrs. Rogers
23 th Voluntary	- S. Shepard
24 th Greek	
25 th Short Lesson	- R. Wheelock
26 th Voluntary	- T. Dwight
27 th Prayer	- E. Richards

Program used at dedication
of the first Dedham school.

TRENDS in N.E.A. Resolutions

from 1858 to 1944

A STUDY of the resolutions from 1858 to 1944 of the National Teachers' Association and its successor, the National Education Association, gives one an insight into the objectives of the world's largest educational organization.

According to Webster, "A resolution is a formal expression of the opinion or will of an official body, or a public assembly, adopted by vote." A resolution presents both fact and opinion and thereby stimulates thought provoking discussion which is so necessary for the preservation of our democracy. In the resolutions of an organization, one encounters the philosophy and fundamental principles which guide it.

During the life of the National Teachers' Association from 1858 to 1870, the organization faithfully abided by its avowed objective expressed in the preamble of its constitution, "to elevate the character and advance the interests of the profession of teaching and to promote the cause of popular education in the United States."

Between 1858 and 1868 the association adopted 111 resolutions. Of this total 110 were directly or indirectly of an altruistic and professional nature. As reflected in them, the association during this period was primarily interested in promoting the free education of youth and its welfare while in school and in promoting educational journals and educational research. It was also interested in developing the association into an effective educational organization.

Material Welfare Sought

The noble principles and objectives that were uppermost in the minds of the founders of the National Teachers' Association prevailed throughout the entire existence of the organization. The remaining resolution of the 111 concerned the material welfare of teachers by requesting adequate compensation and suitable accommodations for them. During the period from 1870 to

WILLIAM A. VORLICKY

Teacher of History, Fremont Ross High School, Fremont, Ohio

1898 the association adopted 140 resolutions, and the spirit and philosophy of the National Teachers' Association permeated the atmosphere of the National Education Association. Only five of 140 resolutions adopted pertained to adequate teacher compensation and tenure, while six were concerned with teacher improvement. The resolutions stressing the professional improvement and the material welfare of the teacher took root during the close of the nineteenth century and rapidly gained momentum during the twentieth.

From 1870 to 1898 the association made vigorous demands for federal aid. It did not, however, regard the national government as a crutch on which to lean when promoting popular education but rather as an agency that could give a helping hand when all local efforts failed in promoting popular education.

Federal Aid to Curb Illiteracy

Federal aid was sought as a means of curbing the tremendous amount of illiteracy in certain sections of the country and of improving the education of the Indian. The tendency of our educators during this period to look to the nation's capital for potential educational leadership was also evidenced by the great number of resolutions adopted approving and commending the work of the U. S. Bureau of Education.

About half of the resolutions adopted during the period from 1870 to 1898 were inspired directly or indirectly by papers read at the association's national conventions.

A definite trend appeared from 1900 to 1918 when the association considered the promotion of education in the United States as a cause requiring national legislative action. This period finds the association con-

sidering for the first time such problems as child labor, child welfare, compulsory attendance, military training, rural schools, school support and taxes, and vocational guidance in the schools.

Although a great number of requests were made of the federal government by the association for the enactment of legislation which would promote the cause of education, the demand for federal financial aid was almost negligible compared with that made from 1870 and 1898.

Resolutions Fostered Patriotism

As a result of this country's participation in the Spanish-American War and World War I, many of the resolutions adopted during this period fostered a spirit of patriotism and peace and developed interest in civics and government in our schools.

During these years the material welfare of the teacher was stressed at almost every convention and the number of resolutions advocating a sufficient salary and tenure for the teacher overshadowed the resolutions advocating teacher improvement. The association adopted 114 resolutions between 1900 and 1918 of which eight pertained to the material welfare of teachers and five promoted teacher improvement. More resolutions concerning the material welfare of teachers were adopted between 1900 and 1918 than were adopted between 1858 and 1898. Between the years 1858 and 1898 these resolutions hovered around the "cellar position."

From 1920 to 1944 the association adopted 174 resolutions and in 1932 the association incorporated all the previous resolutions into a platform, which is a permanent pronouncement of its policy. Three definite trends appeared between 1920 and 1944 that continually gained momen-

tum from year to year and were responsible for the development of a group consciousness on the part of the members of the association.

1. The professional and material welfare of the teacher was given great consideration, with the material at times predominating over the professional.

2. The continued interest in civics, government, patriotism and the desire for a better international understanding through education created a consciousness on the part of members that all the people on this earth belong to "One World."

3. The growing attitude that the function of public education should be of primary interest to the federal government was responsible for the continued demand for the creation of a Department of Education in the President's cabinet and a widespread interest by the association in school taxation and public school support.

Will This Be Primary Objective?

Although the welfare of the child remained as a primary objective of the association, the resolutions pertaining to the material welfare of the teacher steadily advanced during the period from 1920 to 1944. Will this advance continue and eventually become a primary objective?

I have analyzed 539 resolutions adopted during the years from 1858 to 1944 and have classified these into general types as shown in the accompanying table. If these resolutions were tabulated specifically instead of generally, the tremendous amount of variety exemplified in them would be clearly evident.

A specific tabulation on the material welfare of teachers would show the association as favoring adequate salaries, a single salary schedule, tenure legislation, retirement allowances and sabbatical leave and as opposing salary discrimination on the basis of sex.

If the 113 resolutions voicing approval or tendering thanks to an individual, group, organization or agency were classified specifically, the tabulation would show a separate classification of almost 100 resolutions.

The resolutions adopted between 1858 and 1944 have been classified into 26 general types and all the resolutions pertaining directly or indirectly to a particular subject have been placed in the same category.

It must be borne in mind that the classification for federal assistance includes not only financial aid but all types of requests made by the association of the federal government.

Although the association is undoubtedly sincere in having as its basic desire, "the promotion of popular education," a tendency is seen to regard the ultimate welfare of the child as dependent to a great extent upon the material welfare of the teacher. When the material welfare of an individual or an organization overshadows the general welfare of society the foundation and structure of a democratic society are threatened. Selfishness is not compatible with "the greatest good for the greatest number."

The continued demand of the association for federal aid to education without federal interference will probably never be attained. It is a peculiar philosophy that imbues men with the desire to obtain and spend another's money and have the original owner play the rôle of a silent spectator. As long as educators request federal aid with no strings attached, Congress will undoubtedly turn a deaf ear to their plea.

The association has expressed itself

Classification of Resolutions From 1858 to 1944 by General Types

Number of Resolutions	General Type of Resolution
113	Tendered thanks or approval to an individual, group or organization
84	Requested, demanded or approved of federal assistance
77	Promoted the cause of education
55	Dealt with instruction or subjects
30	Dealt with teachers' material welfare, tenure, retirement, salary and so on
25	Promoted child welfare and the child labor law
24	Dealt with teacher improvement
23	Dealt with business routine
14	Promoted higher and adult education
13	Dealt with the relationship of state and school
12	Eulogized members
12	Requested reports and research
9	Promoted international education
9	Considered weights and measures
7	Dealt with educational exhibits
7	Dealt with educational associations
6	Promoted education week and centennials
4	Pertained to the constitution
3	Dealt with woman suffrage
2	Took up teacher freedom
2	Praised the P.-T.A.
2	Dealt with educational administration
2	Dealt with taxation education
2	Pertained to the war
1	Promoted credit unions
1	Promoted a conservation program
539	

on hundreds of resolutions both general and specific. Many of these have been mentioned only once, while on other occasions the association has reaffirmed its position more than 20 times on particular subjects. It would be wise for it to limit the number of resolutions that endorse or undertake specific projects to those fields in which an urgent need exists and can be supported effectively to bring about the desired results. The resolutions should not be based upon emotional sentiments or whims but should be forward looking and express convictions that are based upon substantial evidence.

Although the association exerts an influence in educational leadership and its membership has increased in recent years, many teachers and local teachers' associations do not seem to be an integral part of the National Education Association. If a spirit of oneness prevailed instead of a feeling of remoteness, the association would achieve its desired objectives easily.

The association has not been completely successful in selling itself to all the teachers. One of the problems that the organization faces is that of selling itself and its product to the teachers who are the backbone of our educational system.

Education is a powerful potential force in any country. When properly directed and guided, it will help democracy serve the people. Diverted into the wrong channels, education becomes a tool for the state and will ultimately lead to complete destruction as evidenced in Nazi Germany and Japan.

Education Must Preserve Democracy

Education can and must preserve our way of life by blotting out ignorance and selfishness. Thomas Jefferson said: "Ignorance is the softest pillow on which a man can rest his head." Ignorance leads to stagnation and deterioration. Selfishness leads to intolerance and intolerance can easily lead to ruin.

The National Education Association has a splendid opportunity to lead the country in a continuous democratic way of life and prevent the fate that overtook the great democratic state of ancient Greece.

"A chain is as strong as its weakest link" can be paraphrased as "An organization is as strong as its weakest resolution."

Training for an Industrial Society

JOHN A. WHITESEL

- Associate Professor of Education
Miami University

A WORLD of free people implies choices and decisions by individuals. It also implies government of the group according to the wishes of its citizenry. Such a philosophy is committed to confidence in the intelligence of the masses. Study and observation have shown that the multitudes who make up our world today, though similar in many characteristics, differ widely in others. Furthermore, the nature of society itself is rapidly changing from a simple agrarian type to one that is highly technical and complicated.

A citizenry capable of making intelligent decisions regarding its society must be familiar with the order in which it lives. The acquiring of such familiarity is not an easy task in our present industrial civilization. Furthermore, if the rapidly changing nature of our society is in the direction of an even more highly industrialized and technical order than we have today the school program will of necessity move in the same direction. The true program of education in the school is a mirrorlike reflection of the society in which it exists.

The problem of education is to prepare the individual for living in society. To live successfully in a social order implies possession not only of the ability to intermingle amiably with one's fellows but also of the capacity to partake of the fruits of the group and to contribute to its production as well as its gradual improvement.

Program Has Twofold Nature

The nature of such a program of education is not a simple one. It must meet individuals with their varying characteristics on their own ground and seemingly work in two opposite directions. First, all individuals must be made familiar with society and its ways. Herein education tends to make men more alike. On the other hand, educators must seize upon the particular abilities of the individual and train him in their use so that he will make an effective contribution to society. In this, edu-

cation tends to emphasize men's differences.

The former type of education is usually thought of as the core of the school program. It includes the development of those understandings that should be common to all and is often referred to as general education. The latter type calls for various forms of specialization and vocational training.

Both types are important in a free society. Each has its own part to play. The remarks in this article will be confined to the common core.

Must Understand Industry

The school program must gradually include more and more work of a technical, mechanical and industrial nature. Pupils must acquire a fair understanding of our modern industrial occupations and the forces influencing them as well as a knowledge of their products, tools, materials and processes. To attempt to avoid such study will prove to be folly in the years to come. Outcomes of a school program of this nature, which may be considered as the acquisition of desirable understandings and capacities for individuals living in a free society, are many. However, mention of a few will be sufficient for this discussion.

A school program which enables the individual to become familiar with the various phases of our industrial society should help him to act and speak intelligently with regard to present social problems. Experience with industrial materials, tools, processes, products and occupations should help him form attitudes, habits, skills and understandings essential to intelligent living in a free industrial society.

A study of the products of industry will enable the individual to make more intelligent decisions concerning their selection, use and service. This knowledge can be acquired

not only through various tests of the materials used but also through a study of construction and production processes as well.

General mechanical experiences are extremely valuable in a number of ways. Many of our present day and future occupations will involve much scientific and technical knowledge. The use of tools, the manipulation of objects and construction in various forms are basic to the successful execution of such processes. Furthermore, these experiences give one an opportunity to know himself and his natural aptitudes. He may discover in which of the technical vocations he can make his most effective contribution. Thus, he may decide intelligently in which one to specialize or to take further vocational training.

In a society fast becoming more technical there will be an increasing amount of leisure time. Probably no other type of school program will lend itself better to the development of avocational interests than one which provides opportunity for mechanical experiences. Numerous hobbies may be developed in and about the home through the mastering of various mechanical skills and a knowledge of the use of tools and materials.

Include Past as Well as Present

Future progress depends upon the cultures and developments of the past. Education, then, must make the individual familiar with the accomplishments of the past and their significance for the future. A study of the products of industry and the crafts will develop an appreciation for the material cultures of our past and present civilizations.

Not the least of the educational outcomes of a more mechanical type of school program is the acquisition of a way of learning. The activities involved often serve as a means of reaching objectively minded pupils in school who seem unable to grasp knowledge easily through the more academic and subjective methods of

teaching and who learn by doing. This more mechanical area of the school program, known today as industrial arts, will be found interwoven with most of the other areas,

such as the sciences, mathematics, the social studies, the arts and vocational studies. Yet, none of these can take its place. Furthermore, as long as our society moves in the direction

it is now going, the study of industrial arts is destined to stay. In some form or other it will assume ever increasing prominence in the school program as education advances.

Pupils Bring Art to Community



Art club officers and their sponsor, Laura Penny, select "El Carbonero" by Millard Sheets for their art exhibit.

LAURA PENNY

Teacher, Public Schools, Glendora, Calif.

WATER COLORS by Millard Sheets were exhibited last year in the art room gallery of the Citrus Union High School and Junior College at Azusa, Calif. Officers of the school's art club sponsored the affair and, with the artist's permission, made a selection of 16 of his water colors for the exhibit from a collection at the Dalzell Hatfield Galleries in Los Angeles.

Millard Sheets is known nationally for his paintings and also as *Life Magazine's* artist war correspondent to India. He lives in Southern California and often paints Mexican, Hawaiian or local subjects, many of which are suitable for the home.

More than 200 parents and friends attended the opening night at Citrus; the district does not have a community art club. Guests came in response to personal and written invitations from the school's art club members. Officers of the club and the faculty sponsor were hostesses.

A pantry was improvised in a nearby classroom by the girls of the home economics department who were in charge of the tea table. They made hundreds of little frosted cakes and cookies, served tea and coffee. Wives of the trustees of the Citrus High School and Junior College district presided.

Before the opening, pupils helped make the necessary arrangements by attending to the selection, transportation, hanging and numbering of the paintings. They prepared mimeographed guides for the visitors, got out the invitations, obtained tea table furnishings and took out insurance covering the paintings against loss.

An interesting trip to a broadcasting studio in Hollywood came as a sequel to the exhibit. One pupil, on her own initiative, corresponded with the producer of a program for teen agers who belong

to a club with a purpose. As a result, the Citrus Art Club was invited to a broadcast and the enterprising pupil was interviewed on the air where she had an opportunity to tell of her club's purposes.

Encouraged by community interest in the Millard Sheets show, the club next exhibited the paintings of Ejnar Hansen. The artist and his wife attended the opening night and the Glendora Kiwanis Club paid expenses.

The two exhibits realized definite art aims: they presented good art to a community and school, extended a school club service activity beyond the school department and helped teach principles of design through the study of good paintings. The exhibits served a social purpose by making possible a beautiful social affair for the community through the enjoyment of art. They realized an educational aim by affording pupils an opportunity to experience success through cooperative effort.

Chalk Dust

Teachers' Christmas Card

May you find a very extra special Christmas tree this year; may your 40 little angels bring you loads of Christmas cheer; may the teaching glory fill you and thrill you to the core. God bless you all, my darlings, for it's Christmas time once more.

« »

Thank You

EVEN in a school which is as perfect as your own, Mr. Superintendent, once in a while a teacher gets a wee bit discouraged with the daily effort of pitting her personality against 30 kids, a janitor and a school administrator. So, in the midst of your busy research on problems of supervision, have you ever taken time out to tell that teacher you think her hair-do is pretty nice and, anyway, she is a swell teacher? If not, get going! Arise, sir, from your dignified chair and go tell her right this minute. What are you doing here, anyway, reading a lot of theoretical fiddle-faddle, when your real business is working with humanity?

Even a superintendent appreciates appreciation even though he doesn't get much, and so today our heart was lifted to receive a letter from Supt. C. E. Larsen, Aurora, Ill., a gracious kindly letter telling us that our writings had hit a responsive chord.

Most of our mail comes from maddened mammas whose little Amos got stranded in third grade two years ago and where have you been all this time? Or from vox populi which asserts that if the basketball team doesn't win the championship, someone had better look for another job and you know who.

But once in a blue moon a glory like this Larsen letter comes along. One time it was a check from the railroad adjuster for damage to Leslie Ann's tricycle which really wasn't injured as much as we thought; once an insurance company wrote that it would give attention to a claim made for breaking two tibiae during an argument with a goat (*Capra Bovidae*, not *Homo sapiens*) on the playground; once it was in praise of a progressive education speech we had cribbed directly from Aristotle.

We repeat, particularly to a teacher, appreciation is welcome. It is the oil that quiets the creaking of rubbing humanity, the liniment that makes the backbone a little straighter and the balm that heals the soul and mends the heart at the end of a weary day.

We don't know whether Supt. Larsen thinks of

himself as an efficient supervisor, but we have a strong suspicion that the schools in Aurora, Ill., are pretty well handled, for Supt. Larsen deals kindly with this stuff of human kindness which makes a teacher a better teacher and a kid a better kid.

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PROVERBS XXX:18, 19

Moffitt Revision

THERE be four things which are too wonderful for me, yea, five which I know not: the way of an eagle in the air; the way of a serpent upon a rock; the way of a ship in the midst of the sea; the way of a man with a maid, and the way of a Board of Education with its superintendent of schools.

« »

PROFESSORIAL PAEAN

*Oh, bring back the pre-atom days once again,
That leisurely era of yore,
When a college professor taught classes of ten
Instead of a hundred or more.*

*Oh, bring back the time when the green campus
grass
Spread vistas of wide open space,
When the jeeps didn't bump me en route to my class
Nor the Nissen huts fall in my face.*

*Fled away are the years when attendance was low,
And each freshman was hauled in with glee,
While they soaked up my wisdom with faces aglow
And laughed at my jokes reverently.*

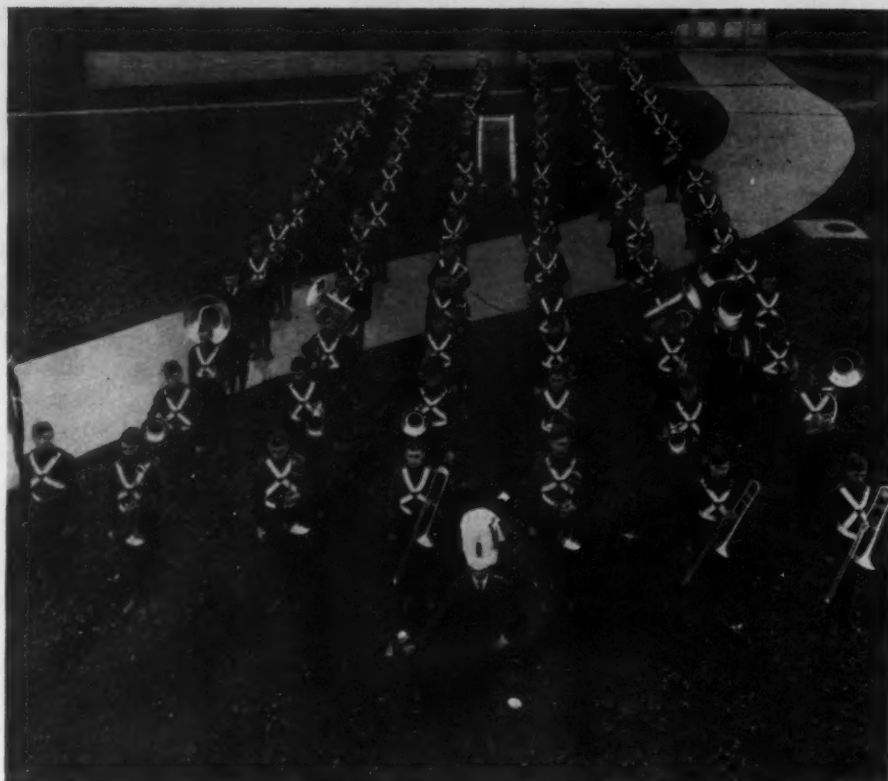
*An atom bomb altered the face of the world
Changing much of the topography,
And I wonder, by gosh, when the gamma rays
swirled,
If some of them didn't hit me.*

« »

Quote of the Month

IN ALL of our professional dither about child development and growth, it has taken a mere layman to arrive at the ultimate truth. Says the *Tulsa World* in advice to parents: "It is permissible to spank a child if one has a definite end in view."

Frederick J. Moffitt



Courtesy Arsenal Technical Schools, Indianapolis

Playing in the band is one of the commonest activities. All have educative value in that they are the result of pupil interests.

Activities Contribute to Growth

LAURENCE S. FLAUM

Superintendent, Crawford, Neb.

THE creative activity program at Crawford, Neb., is an evolutionary development of the functional system of education. It is a result of experimentation and accurate record keeping to determine the use value of activities in relation to the developmental needs of pupils.

The development of the pupil is the primary concern of education and the activity program. This does not imply haphazard development but refers rather to the development of intelligent behavior as opposed to mechanical behavior in learning. Intelligent activity behavior results from the pupil's acquisition of individual and social experience meanings with which to face new as well as old problematic situations.

Attitude Toward Activities

In the Crawford activity program, the attitude of the staff toward activity planning is that intelligent behavior is a process in which learning and acting are simultaneously integrated. It is the belief of the Crawford staff that learning is a part of the process of the democratic activity itself. The result of this learning tests itself upon new problems which the

pupil faces. Learning takes place within as well as outside the school environment. Intelligent activity behavior is motivated by a constant intellectual curiosity which seeks better adaptation to new environmental problems or social needs. All activity planning at Crawford adheres to this principle.

Mechanical Behavior a Drag

On the other hand, the staff is equally aware that mechanical learning begins with a real life situation and continues until the problem is eliminated from the situation and no new areas of experience develop. Habitual actions then result rather than creative, constantly growing, self stimulated activities. Mechanical behavior is behavior conditioned to one set of problems which do not require new thought and can be solved through conditioned actions and responses. Creative activities do not function under such conditions. They become a drag on an activity program and intelligent pupils and teachers lose interest in it.

In planning a creative activity program, the school and the staff as a whole should not lose sight of the

fact that the activity program, because of its nature and structure, does not cover or attempt to cover the whole field of experience. It limits itself to the types of material to be used and follows the nature of the activity itself.

Each activity field of learning has within itself activity possibilities limited only by the teacher's knowledge and interests and the pupils' needs and incentives. Primarily, functional activity behavior is creative behavior, dependent upon the background, goal and ultimate educative ends to be achieved by the group or by the individual. It stresses the developing educative process. In time it can even change the nature and structure of a school as well as the student body which helps create the program. New classes can appear as outgrowths of various pupil activities.

Planning the Activity

New prospects for pupil growth and maturation offer themselves to enterprising boys and girls and to ingenious teachers who are constantly alert to new and realistic needs in a flexible activity curriculum. Creative teachers and interested pupils plan the type and direction of the activity. In this way, it combines the teacher's experience and

the pupils' interests and individual needs. Through such cooperation the pupil and teacher are conscious of the social direction of the activity program and the necessity for carrying each activity through to its logical educative end before the pupil undertakes a new activity.

The place of the teacher in the creative activity program is that of a dynamic guide. The teacher recognizes the importance of the pupils' creative impulses and utilizes them for the benefit of each individual within the group. Activities are the source of individual character development and activity expression. Thus, the creative activity program, through utilizing all of its school environmental possibilities and through encouraging pupil participation in planning, is an enriched experiential contribution to pupil growth.

The creative teacher realizes that the social value of activities is based upon the concept that the human desire to share experiences is the spontaneous end of activity education. The creative teacher is aware that activity is an interaction between environment and the stimuli pupils receive from it and aids the pupil in becoming conscious of this interaction. When the pupil recognizes this connection between environment and his learning, he really is participating in an activity program which is functional to him. There cannot be activity without environment. The fusion of the two results in social growth which is the source of activity learning.

Must Have Pupil Self Direction

The activity program must be based upon the clear recognition by the teacher of the value of pupil self direction in social group situations. Individual experimental activities are necessary for further realistic activity experimentation when individual pupil talents demand such adjustments. The concrete experiences obtained from activities which directly affect the needs of the pupil develop personal and social qualities in the pupil.

These qualities, when the pupil intelligently transfers his interest to similar problematic situations in other activity fields, enable him to respond accurately to the new situation. The teacher as a guide should be aware that the educative out-

comes of the activity program should be natural to the pupil. Each activity should challenge his total personality. Activities should develop habits and skills which are of greater value than any specific subject matter used in the activities themselves.

There are no extracurricular activities at Crawford. Everything the pupil experiences in school is curricular and fundamental.

Areas of Activity

Activities for all areas are characterized by pupil initiative, participation, management and evaluation of progress. They provide for expansion and enrichment of interests and appreciations. The pupil and faculty direct their planning in harmonious cooperation toward basic, real life, educative ends. They should express themselves in the following areas.

1. *Self Government*: Within the liberal bounds of democratic administrative practice, pupils should be self governing in accordance with democratic principles of living.

2. *Seminar Activities*: These should be a creative part of the planning and administering of school life. Programs for socialized living and pupil opinion can express themselves here.

3. *School Assemblies*: These should be student planned, organized and executed for the welfare and recreational education of the school.

4. *Special Area Activities*: Each activity should be faculty sponsored but pupil organized. Pupil needs qualify the existence of an activity, if it is to be part of the curriculum.

5. *School Publications*: These should be a creative outlet for pupil opinion as well as an experience in critical social living. They should be truly pupil activated, not faculty dominated.

6. *All Physical Activities*: Both recreational and corrective activities should be undertaken with a view to pupils' needs and be individualized rather than competitive.

7. *All Social Experiences*: These should be provided for as experiences in group living. They should answer the pupils' individual needs in terms of generally accepted democratic behavior in accordance with the social group of the local or community situation.

Activities are integrated at Crawford into the school program as in-

dispensable educational elements. Every pupil participates according to his talent or inclination.

In the Crawford system, regular school time is assigned to activities on the daily schedule. All pupils register for, and have a choice of, activities. Each is a semester in duration. A pupil can carry two general activities—a different one each semester—or one for a full year. In the Crawford system, one activity period an hour long is a daily all-school activity period. This is the third period in the morning.

Activity rooms are adjusted to the needs of the particular activity. Teachers specially skilled in the activities offered are the guides. Activities cover the range of all the major interests of the pupils. They may vary from semester to semester as interest in one or another lags or their values are discovered to be transient. The commonest activities are music, band, newspaper, art, aeronautics, dramatics, physical education, folk dancing, boys' cooking activities, manual arts and metal design, and clothes design. All pupils register for one of these and receive academic credit for the work which they do.

Have Educative Value

These activities have educative value in that they are the outcome of pupils' interests. They justify their inclusion in the schedule in that they are educative and in that all pupils engaging in activities where their interests lie develop new attitudes toward their personality development.

It is understood that development of this sort, though not directly of an academic character, is intensely valuable. Activities develop hobbies as well as talents which may be utilized in later life. Often through school activities something which began as a hobby becomes the means for a pupil's finding personal happiness and making satisfactory academic adjustment within the school.

Many pupils through group participation in activities develop poise and the ability to face groups, to talk to their equals and to plan, control and hold democratic meetings. Individual activities in which creative talents are of greatest importance help the creative personality to develop. And this justifies the time spent on them.

NAMES *in the* NEWS

Superintendents

Alden H. Blankenship, head of the school system at Oak Ridge, Tenn., has been named superintendent of schools at Springfield, Mass. Since **Dr. John Ganrud** resigned the post more than a year ago, the school system has been without a permanent administrator. Mr. Blankenship will move to Springfield at Christmas time.

Frederic Ernst, associate superintendent, and **William Jansen**, assistant superintendent of New York City schools, **Supt. Alexander J. Stoddard** of Philadelphia and **Supt. Willard E. Goslin** of Minneapolis are the final four candidates from whom the new superintendent of schools for New York City will be selected. **Dr. John E. Wade** is approaching retirement age and a nationwide search is being conducted for his successor in the superintendency.

Julius C. Braun, formerly principal at Hamburg, N. Y., has been made superintendent of schools at Salamanca, N. Y.

Arthur H. Naylor, for thirty years superintendent of schools at Port Jervis, N. Y., was recently honored by a dinner on the occasion of his retirement from that position.

Joseph A. Foran, assistant superintendent at Milford, Conn., has been appointed superintendent succeeding **Carl Maddocks** who died in July.

Frank A. Berry, superintendent at Bethel, Conn., for thirty-five years, has retired. **Ralph M. T. Johnson**, high school principal at Bethel, has been appointed Mr. Berry's successor.

Dr. Ward I. Miller is the new superintendent of schools at Wilmington, Del.

G. B. Kinser, superintendent at Anamosa, Iowa, has accepted the superintendency at Red Wing, Minn.

Alfred Calvert, principal of the junior and senior high schools at Holdrege, Neb., is the new superintendent of schools at Blue Hill, Neb.

Edward B. Simon, teacher at Lane Technical High School in Chicago and

director of the Wells Evening High School, was recently elected superintendent of schools of Cook County, Illinois.

Alton S. Rogness, formerly superintendent at Stickney, S. D., has assumed the superintendency of the public schools of Viborg, S. D.

Rupert A. Nock has succeeded **Frank Sweeney** as superintendent of schools at Newburyport, Mass. Mr. Nock was the high school principal; he served as major with the 12th Air Force in Italy.

Stanley Hoffman, formerly principal at Patterson Union Free School, has been appointed to the post of district superintendent of schools in Putnam County, New York.

Principals

Hortense H. Levisohn, chairman of the English department at William Howard Taft High School, the Bronx, New York City, has been named principal of Girls High School, Brooklyn.

Katherine Shields, principal of Horace Mann School in Boston, has resigned.

John V. Walsh, principal of Flushing High School, Flushing, L. I., has been made principal of DeWitt Clinton High School in the Bronx, New York City, filling the vacancy created by the retirement of **A. Mortimer Clark**.

Harold Odell, principal of East Hartford High School, East Hartford, Conn., has been appointed high school principal at Princeton, N. J.

Henry Hunt of Durham, N. H., has been elected principal of North Brookfield High School, Manchester, N. H. Mr. Hunt was discharged from the army with the rank of lieutenant colonel. From 1940 to 1943 he was assistant professor of military science at the University of New Hampshire.

A. R. Jordan, formerly principal of the Woody-Gap High School in Georgia, is now principal of the grammar school (practice school) of Rhinehart College, Waleska, Ga.

Arthur M. Guild has been appointed principal of the high school at Rutland, Vt. He succeeds **Frank W. Mayo** who has assumed the principalship of the Spaulding High School at Barre, Vt.

Thomas Heal of East Millinocket, Maine, has been made principal of

Clinton High School at Waterville, following the resignation of **Maxwell D. Ward** to accept the principalship of Williams High School at Oakland, Maine.

Sister Agnella is the new principal of St. Mary's Academy at Cheyenne, Wyo.

W. Albert Coulter has been named principal of William Fleming High School near Roanoke, Va., succeeding **Mrs. R. S. Powell**, wartime principal, who becomes teacher and administrative assistant in attendance and cafeteria supervision.

Mattie Brown, a teacher in the schools of Russellville, Ark., has been named principal of the high school in that community, succeeding **Wallace Bailey** who assumed the superintendency October 1. **W. E. Phipps**, former superintendent, resigned.

Charles P. Sawyer Jr., assistant to **Leslie H. Sutherland**, principal of Normandin Junior High School at New Bedford, Mass., has been made principal. Mr. Sutherland retired October 1.

Patrick J. Murnane, assistant principal at the Haverhill High School, Haverhill, Mass., was recently elected principal of the Newburyport High School, Newburyport, Mass. He succeeds **Rupert Nock** who was advanced to the superintendency following the resignation of **Frank Sweeney**.

William G. H. Wiese has become supervising principal of Central District 1, Russell, N. Y., following the resignation of **Hugh H. Kelly** to enter private industry.

Viggo B. Rasmusen, supervising principal at Athens, Wis., has been made principal of the schools at Greenwood, Wis., succeeding **A. Moldenhauer** who accepted the superintendency at Mosinee, Wis.

In the Colleges

Dr. Tully C. Knoles, president of the College of the Pacific, Stockton, Calif., since 1918, has been made chancellor of that institution. **Robert E. Burns**, formerly assistant to the president, has been named president.

John E. Dugan has become head of the department of education at Beaver College, Jenkintown, Pa.

(Continued on Page 88.)



Julius C. Braun

THE SCHOOL CAFETERIA

CONDUCTED BY MARY D. GARMO BRYAN

What Nutrition Education Can Do

SCHOOL lunches have been a part of the school program in Ascension Parish, La., for about eight years. They were first served by a group of mothers in a small frame building built by school patrons for an elementary school where four teachers, one of whom was the principal, had worked with the commu-

nity to get a lunchroom and school garden for the children.

Other schools in the parish soon learned of these activities and began making efforts to serve school lunches. With the help of various governmental agencies from the Works Progress Administration on through the present Production and

FLOY EUGENIA WHITEHEAD

Associate Home Economist
Agricultural Experiment Station
Louisiana State University
Baton Rouge

Marketing Administration all of the schools now serve lunches to children and teachers according to the facilities they have been able to provide. Each of the five elementary schools and two of the four high schools serve lunches. Plans are being made to serve lunches to all children in Ascension Parish.

The realization that lunches are provided for the majority of the school children in the parish has brought pride to all who have worked to improve nutritional opportunities, yet the educational leaders in Ascension have been frequently dissatisfied with the quality of the lunches served. They wanted a nutritionist to come to the parish to help not only with the improvement of school lunches but also with nutrition instruction in classrooms, lunchrooms and even home dining rooms.

Through the department of home economics and the agricultural experiment station of Louisiana State University the Ascension Parish leaders were able to obtain the services of a nutritionist. She came to conduct a research project in nutrition education which was designed to discover how to teach nutrition effectively. The project was made possible by a grant from the General Education Board beginning in October 1944.

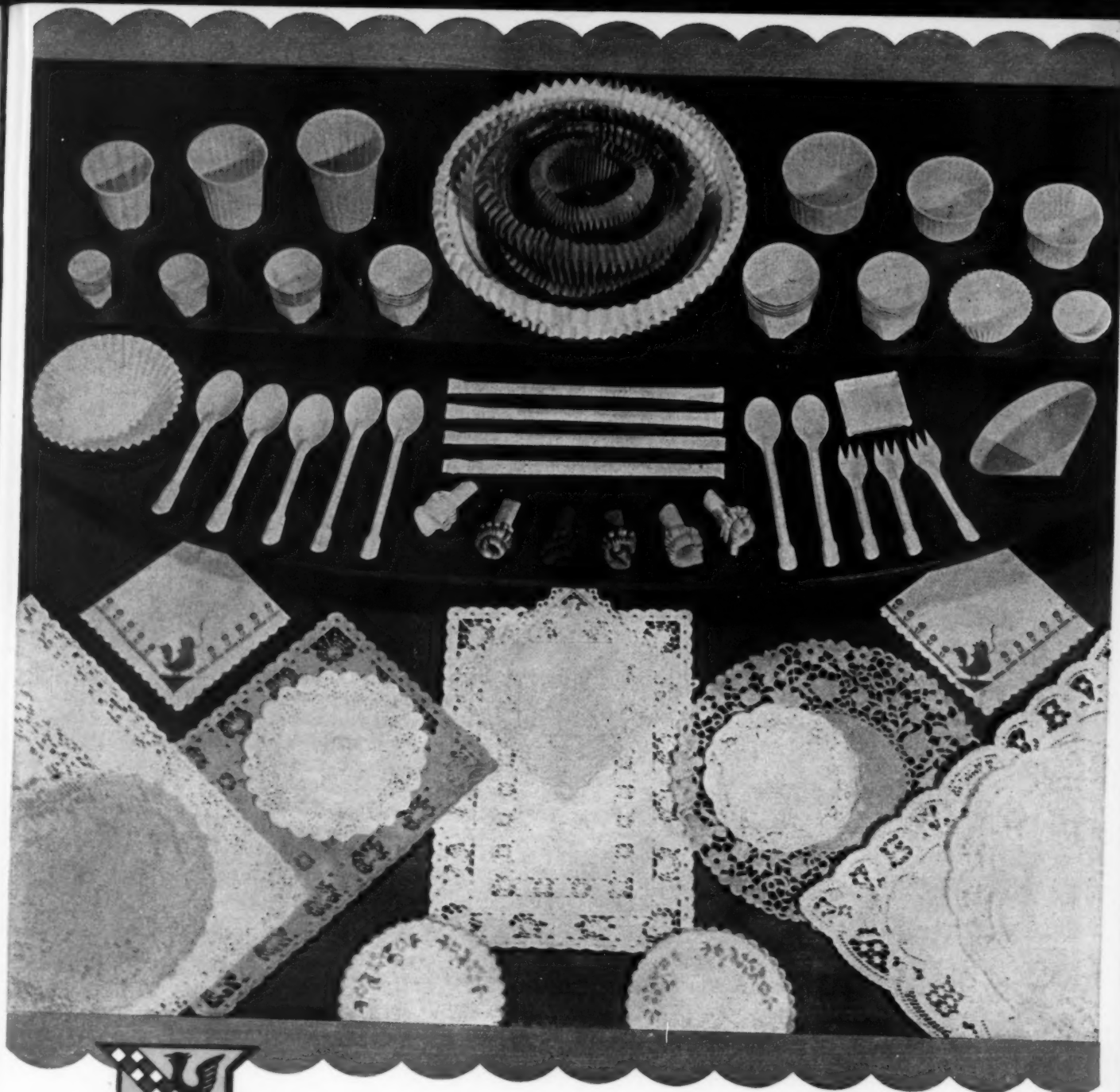
How can the quality of school lunches be improved by means of a research project? Briefly, by inviting pupils, teachers, administrators and school lunch managers to participate in many of the research activities so that they can gain an increased knowledge of nutrition. It is interesting to know that in Ascension Parish none of the school lunch



Children score their lunches for protective food value.



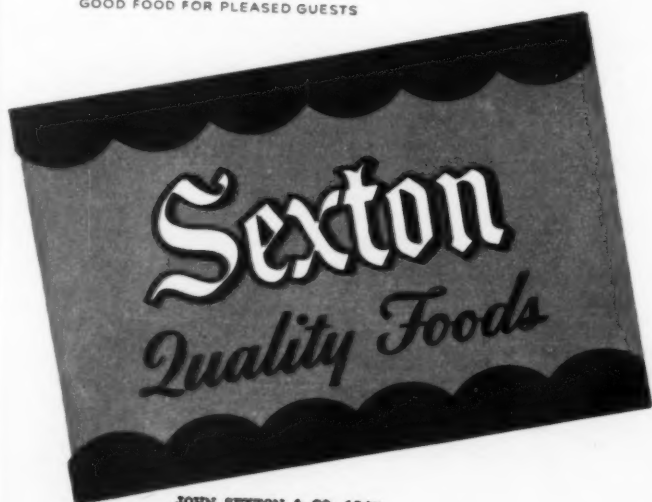
Lunchroom workers, teachers, principal and others count the points for lunches served over a six weeks' period.



GOOD FOOD FOR PLEASSED GUESTS

TABLE SERVICE WITH

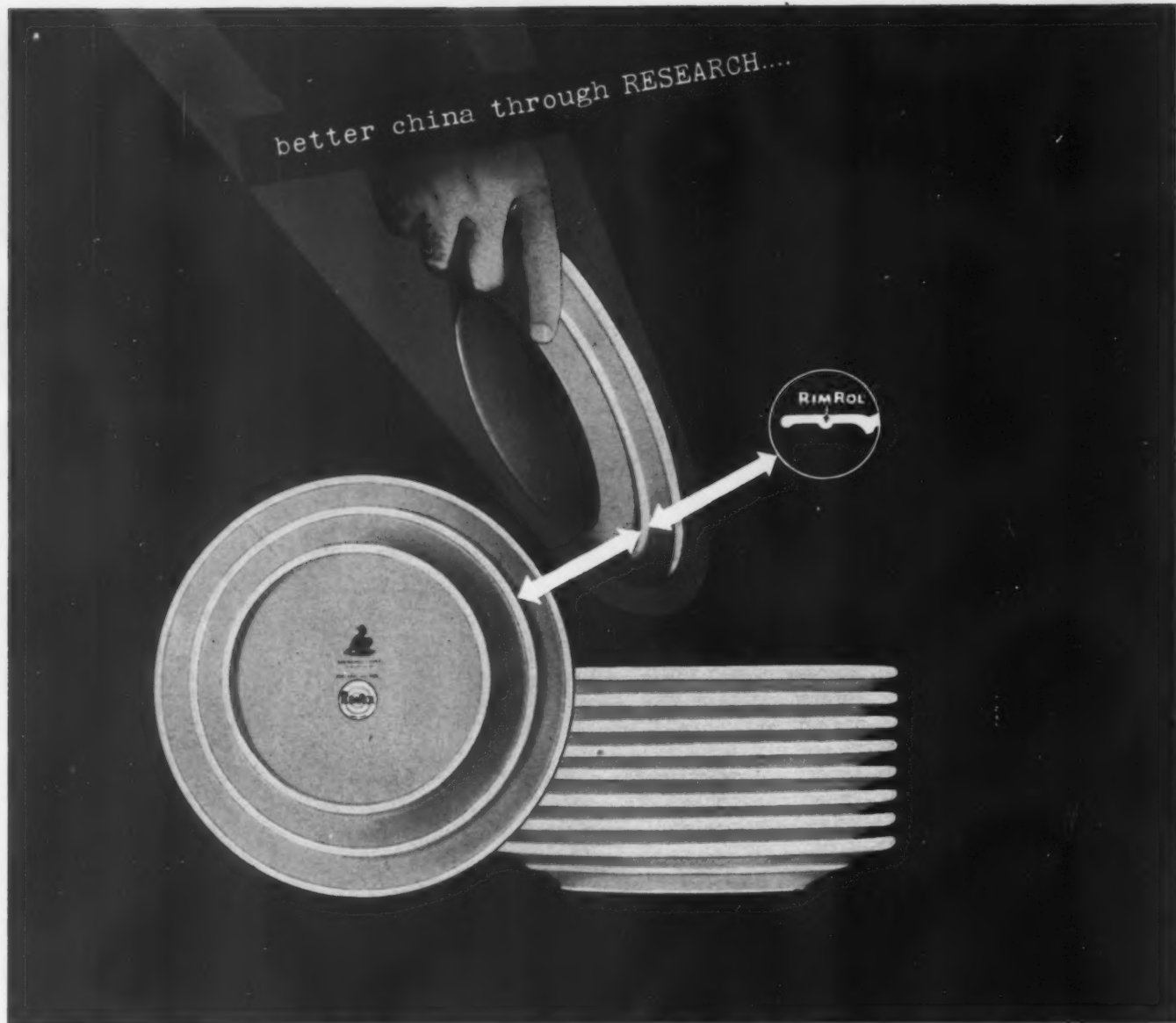
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The Trade Marks of Supremacy in China

workers has made any formal study of nutrition but all have had many years of experience as homemakers. The women have planned and served hundreds of meals without giving much attention to any requirements other than the school principals' wishes, which means that each school lunch manager usually served the foods her principal liked. And all too often the principal liked foods which were not the most desirable from a nutritional standpoint.

The first year of the research project was exploratory. A study was made of the food habits of all children and teachers in the parish. Teachers and pupils kept records of what they ate for a week and then scored them for their protective food value. A score of 1 was given for each serving of a protective food (any food rich in minerals and/or vitamins). Within a few weeks even first graders could count the points on their plates in the lunchroom. This activity was reported as a direct result of classroom discussions. Children and teachers could count points but still the school lunches were not what they should be.

Supervisor Appointed

By the second year of the research project the parish school board had appointed a supervisor for a parish-wide school lunch program in the person of the principal of the four-teacher elementary school mentioned previously. She wanted to work for better quality lunches and was not alone in her aspiration. A committee of teachers and principals representing each school in the parish was also concerned with improving school lunches and had set up objectives with this in mind at a two weeks' conference held in July 1945.

Records of lunches served in all schools were kept by school lunch managers for a six weeks' period and given to the newly appointed supervisor. To evaluate the records as objectively as possible, the supervisor used the point system for scoring them and then sent the scores to each principal. Principals were surprised to see how many points (or, in some cases, how few points) their lunches were worth.

Each took the report to members of the representative committee and to their school lunch managers with such comments as: "What can

we do about this?" "Can't we serve more 'point' foods?" "Are you sure that the record is correct?" "Let's keep our record every day and score the lunches ourselves." "We'll ask the supervisor to score with us so we'll be sure to count the same things."

Interest and competition were running high about this time. When lunchroom workers, grade teachers, the principal, the home economics teacher and other members of a school committee met with the supervisor to score the lunches for the second six weeks' period, there were many questions as to just what foods counted a point and what did not.

For example: A serving of lettuce, tomato, green pepper and carrots cut up in a salad counted only 1 point, yet a separate serving of each would count 1 point. In this way the supervisor and the home economics teacher had an excellent opportunity to teach the lunchroom workers as well as the principals and teachers how to interpret point values of foods.

Soon the lunches began to be made up of all point value foods. Whole wheat bread replaced white bread, raw cabbage replaced cooked cabbage, potatoes replaced rice, butter or margarine was added. Raw carrots were served and eaten with relish. Oranges replaced expensive canned peaches or figs and spring



First lunchroom built by a small rural community in 1940

onions appeared along with mustard, turnip and tender greens. Cheese and eggs have been served as "alternates" at least once a week and special effort has been made to serve $\frac{1}{2}$ pint of milk to each child every day whether it is fresh, pasteurized, whole fluid or reconstituted milk, or canned milk diluted according to directions or with a little cocoa and sirup added.

The supplying of sources of vitamin C (mustard greens, turnip

greens, tender greens, oranges, raw cabbage, green pepper) in school lunches has been of special interest since: (1) a food habits survey made in October 1944 indicated an intake by children of vitamin C foods (citrus fruit and green leafy vegetables especially) equal to only approximately 50 per cent of the recommended vitamin C allowance based on the National Research Council's recommendation as revised in 1945; (2) laboratory tests for plasma ascorbic acid (Mindlin and Butler macro method) made on 101 selected high school girls from the four high schools in the parish (December 1945 and January 1946) showed that approximately 50 per cent of the girls had levels of less than 0.4 mg/100 cc. (Any level less than 0.6 mg/100 cc. has been held as undesirable by many workers. A level of 1.0 mg/100 cc. is considered safe for purposes of this study.)

Lunchroom Routine Today

If you come to Ascension Parish today and visit school lunchrooms you can see children enter in cafeteria line fashion. Each child will pick up a plate of lunch and a bottle of milk, walk to an appointed table and wait for his teacher and fellow classmates. As soon as grace is said, small index fingers make a quick survey of the "points today." Someone may say, "We have 6 points today." He may or may not be challenged.

Teachers, children, lunchroom workers (remember that they are mothers from the community), principals and even supervisors and superintendents have learned with guidance from the nutritionist and the school lunch supervisor and by counting points to distinguish between protective foods and those which are rich sources of energy only.

Since a concerted effort is being made to serve foods which have point value, the school lunch heads in Ascension Parish not only provide better lunches but also understand why and how to do it. Surely, better lunches at school will eventually lead the way to better meals at home.

It may be concluded that teacher-pupil-administrator-supervisor-worker participation in planning and evaluating school lunches is as important a goal as is the formation of good food habits.

AUDIO-VISUAL AIDS

Let's Get Organized!

JOSEPH B. JOHNSON

Assistant State Supervisor, Bureau of Teaching Materials
Virginia State Board of Education. Formerly, Staff Assistant
American Council on Education

ADMINISTRATORS are beginning to realize that the proper utilization of audio-visual materials requires, among other things, a great amount of energy spent on administrative planning. Once it has been decided that audio-visual materials have a job to do, the first step is to decide the type of organization for the job.

To a surprising degree, many administrators decide on the plan of organization before they decide on the audio-visual job that can be done in their school systems. This has led not only to wide diversity of administrative setups but also to great variation in the efficiency of personnel.

The type of organization which will handle audio-visual materials must be determined by the job that these materials are expected to do in the total educational program. Since the form of administration often influences the work of the people involved, it follows that great thought must be given to administration and organization. Their effectiveness will either hamper or foster growth.

Three Questions to Answer

As the audio-visual program takes its place within the framework of the total school program, the administrator will ask himself these questions: (1) What services are needed? (2) How do these services relate to other desired services within the school system? (3) How can these services best be rendered?

With regard to the first question, these services are:

1. To select and acquire materials and equipment for the total educational program and in terms of a long range plan.

2. To classify and catalog descriptively all materials acquired.

3. To channel directly to each classroom teacher information regarding *all* materials and equipment.

4. To provide for circulation, maintenance and storage of materials and equipment.

5. To supervise the adaptation of present classrooms for the use of these materials and act as consultant to the individuals and committees planning construction details of new buildings and classrooms.

6. To develop an in-service teacher training program in the utilization of these materials.

7. To assist in correlating these materials with others and with the local school curriculum.

8. To act as a liaison agency for channeling information to classroom teachers, administrative personnel and the community.

Avoid Overlapping Functions

When it is known what services are needed, plans can be made for implementing the organization of a program. However, it should be pointed out that the duplication or overlapping of administrative functions in the organizational setup of many school systems weakens the effectiveness of all the services. For instance, some school systems maintain a department, division or bureau of radio, a department of visual aids and a department of libraries.

Others combine the functions of the radio and visual aids departments into one organization because both represent mechanical aids that within themselves contain instructional materials but still do not coordinate with the printed materials. When this occurs a teacher must collect materials from several different organizations.

With regard to the second question, which deals with the relation

among the services required to provide needed "audio" materials, visual materials and printed materials, if we reexamine the needed services listed previously we shall find that all types of teaching materials are handled in basically the same way. All teaching materials should be carefully selected and acquired for the total educational program and in terms of a long range plan.

In classification and descriptive cataloging, it is necessary to become thoroughly familiar with the materials and to furnish the descriptive information which will assist each classroom teacher. A system of circulating all types of materials must be worked out which will enable these materials to reach the right teacher at the right time, if they are to be effective.

Primarily to Improve Instruction

Studies of audio-visual materials indicate that they must be thought of primarily in terms of improving instruction in the classroom. The use of audio-visual materials requires essentially the same teacher and pupil activities which are present in all good teaching and learning situations.

Furthermore, the preservation of all types of teaching materials requires similar conditions and care to meet the hazards of chemical deterioration, misuse, weather, fire and theft.

Prominent writers in the field of audio-visual education have stressed the fact that these materials must be correlated with other teaching materials and with the local school curriculum. What do many classroom teachers encounter?

The printed materials are in the main library; the projector is in the office of the science department; motion pictures are to be booked from the visual education department, a state or regional library or from a commercial library; all records and transcriptions must be ordered from the department of radio. Nevertheless, the assistant superintendent and the supervisor say, "We

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just must do a better job of correlation in our teaching."

How can these services best be rendered?

As the teacher endeavors to "bring the world into the classroom," he makes use of textbooks, study guides, reference books, current periodicals, the school journey, radio, flat pictures, projected still pictures, graphics, motion pictures, objects, specimens, models and so on. Why, then, cannot the teacher request any or all of these materials from one organization? Many school systems have combined all the functions of handling all teaching materials into one organization.

For effective and economical administration of teaching materials, it is desirable to bring together all types of mediums. The classroom teacher wants to know what information on his problem can be obtained from any and all types of mediums. In reference service, for instance, basic and authentic information—not the type of mediums from which that information is obtained—is the desired goal.

All Mediums Are Grouped

The following plan, which emerged from a recent study* of 184 school systems (representing 4747 schools with a combined enrollment of approximately 2,821,500 pupils), has combined the functions of grouping all types of teaching mediums into a single division of teaching materials. Since the original study was delimited to include only audio-visual materials, the plan as herein set forth includes only the audio-visual services required of such a division of teaching materials. It is logical to assume that much more time and study will be required to present the organizational setup of a whole division.

Such a division would be organized somewhat as follows. A central administrative unit covering all teaching materials would be established to include audio-visual and printed teaching materials. This administrative unit would be known as the Division of Teaching Materials.

In school systems of more than 10,000 pupils, a full time director or

the equivalent is needed for the audio-visual phases of the division's work. In school systems of less than 10,000 pupils, a full time or part time director is needed. When a part time director is employed, he may devote the remainder of his time to other phases of the division's work. Adequate staff assistance should be provided to aid teachers in proper utilization of materials and to perform the clerical and mechanical services of the program.

A division of teaching materials representative or coordinator should be appointed in each individual school within the system to (1) order materials from the central office, (2) serve as a liaison officer between the school and the central office, (3) organize and train teachers and pupils in the operation of mechanical equipment, (4) serve as a consultant to teachers seeking information and assistance in selecting, evaluating, correlating and scheduling materials and equipment within the building. Pupils can assist in performing many of these services.

The need for administrative planning must be recognized by our smaller school systems also. When there is only a part time director, the person usually placed in charge of the audio-visual program is a science or shop teacher. This person is selected because of his aptitude for operating and maintaining mechanical equipment, the argument being that he knows more about maintenance and operation than, say, the librarian or the English teacher who spends one class period each day working with pupils in the library.

However, it must be realized that the mechanics of operating a projector is only one phase of the program. The teacher possessing mechanical aptitude is usually dismayed by the clerical work and the problems of utilization.

Few administrators seem to realize the immense amount of clerical and mechanical service required in keeping records, cataloging, scheduling and maintaining materials and equipment. Most of the audio-visual programs referred to in the study described did not have enough clerical and mechanical help. "Spot checks" also revealed that the same school systems also lacked well organized libraries. Proper attention to these administrative details is essential to

a successful program of supplying all types of teaching materials.

The following advantages should be realized from a well planned division of teaching materials properly administered: the duplication of effort on the part of the service divisions will be brought to a minimum; teachers and pupils will be directed to one source in their quest for information and assistance; materials can be easily correlated one with the other and with the school curriculum when they are "processed" within the same organization, and there will be centralized responsibility for the channeling of information to each classroom teacher.

A plan such as this will enable commercial producers and distributors, regional and state libraries, museums and specialized organizations supplying research and information to cooperate more effectively with the school system. It is not a panacea for tight purse strings or for an inadequate staff to assist classroom teachers in doing a better job of teaching our boys and girls. It offers, however, a compact organization which, with less duplication of effort, will lead to more and better service in getting the right materials to the right teacher at the right time.

Let's get organized.

SCHOOL FILMS

The following films have been selected by the Department of Library and Visual Aids, Newark, N. J. They have been used successfully in the Newark public schools.

FORMS AND USES OF TEETH—15 minutes. 16 mm. silent. For grades 4 to 12 in health education classes. Eastman Classroom Films, Eastman Kodak Co., Teaching Films Division, Rochester, N. Y.

Various adaptations of animal teeth are pictured. Human teeth are shown, their types, and importance to health.

GOLDEN FLEECE—11 minutes. 16 mm. sound. For grades 4 to 8 in social studies classes. Australian News and Information Bureau, 610 Fifth Avenue, New York City.

The sheep and wool industry of Australia, including scenes of mustering, shearing, dipping and wool classing, transport and auctioning. This film can be obtained for a free loan period, the borrower paying transportation charges.

*Johnson, J. B.: Problems Involved in the Administration of an Audio-Visual Program, unpublished doctor's thesis, School of Education, the George Washington University, Washington, 1946.

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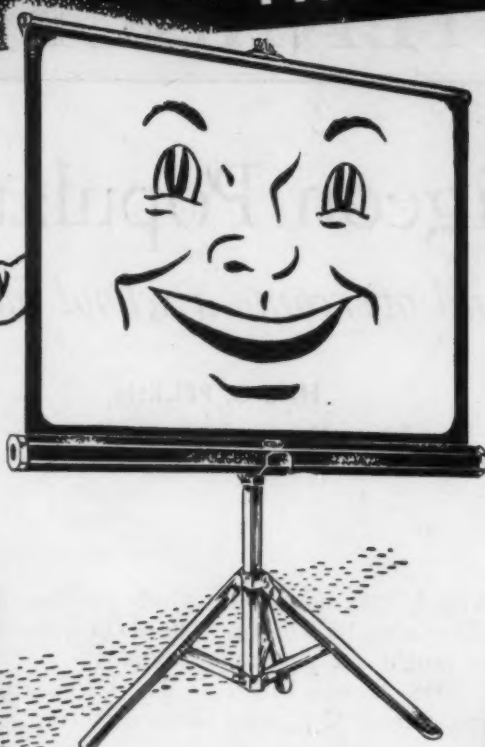


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Traps Reduce Pigeon Population *and overcome a school nuisance*

PIGEONS are classed second only to flies and other insects as a general nuisance by custodians of school and office buildings. In an effort to overcome this nuisance a pigeon trap has been devised which is illustrated in the accompanying diagram.

The U. S. Department of Agriculture sent us an illustration of a crow trap from which we made our original pigeon trap. However, we soon discovered that the system of catching crows did not operate for pigeons and so we changed the design to that illustrated. This trap has proved highly successful in use. We started

to use it on Aug. 1, 1945, and kept it baited until December 10. During this period, we caught 202 pigeons. On March 1, 1946, it was baited again and in six weeks, 82 pigeons were caught.

The largest day's catch was 18. We have found that the sunny, cool days are most satisfactory because the trap is installed on a gravel tar roof

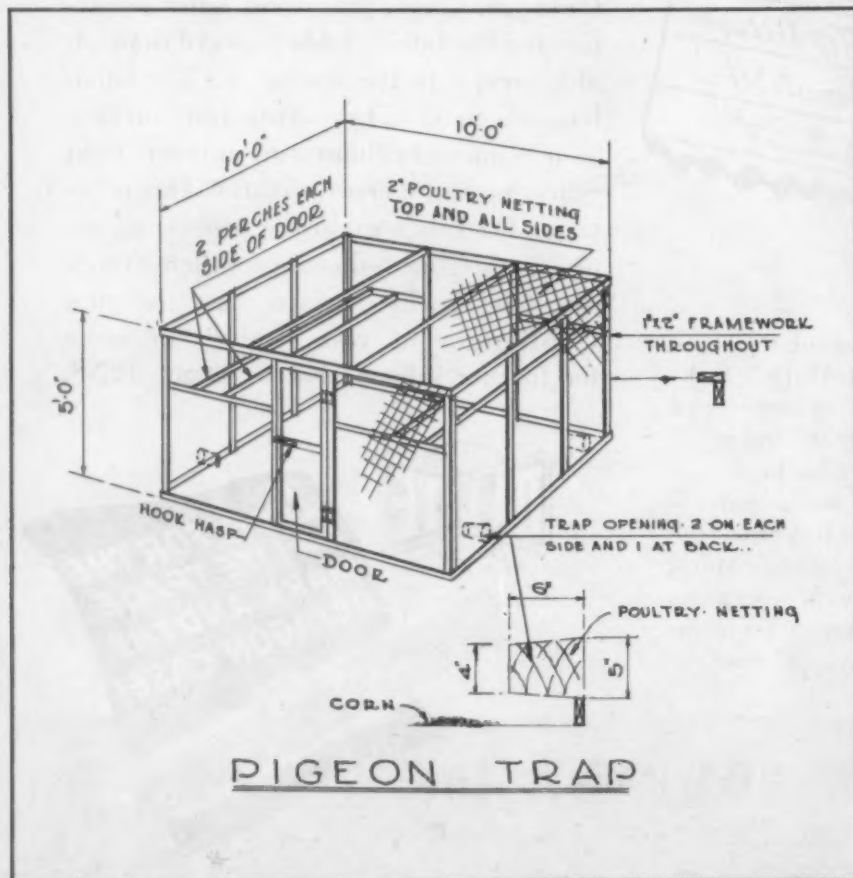
which gets hot. Best results are obtained in early morning and late afternoon.

The lure is a pan of water and a large flat tray on which we place whole corn. Small grain will be quickly carried away by sparrows and other small birds which can fly at will out of the trap. As the pigeons walk around the trap, they find the openings through which they can readily enter. The inside opening of the funnel is barely large enough to permit the pigeons to squeeze past (the size of this opening can be adjusted by bending the ends of the wire). In their attempt to seek a way out of the trap, the pigeons walk along the sides and hop over the funnels. Very seldom does one escape.

Destroy Eggs and Nest

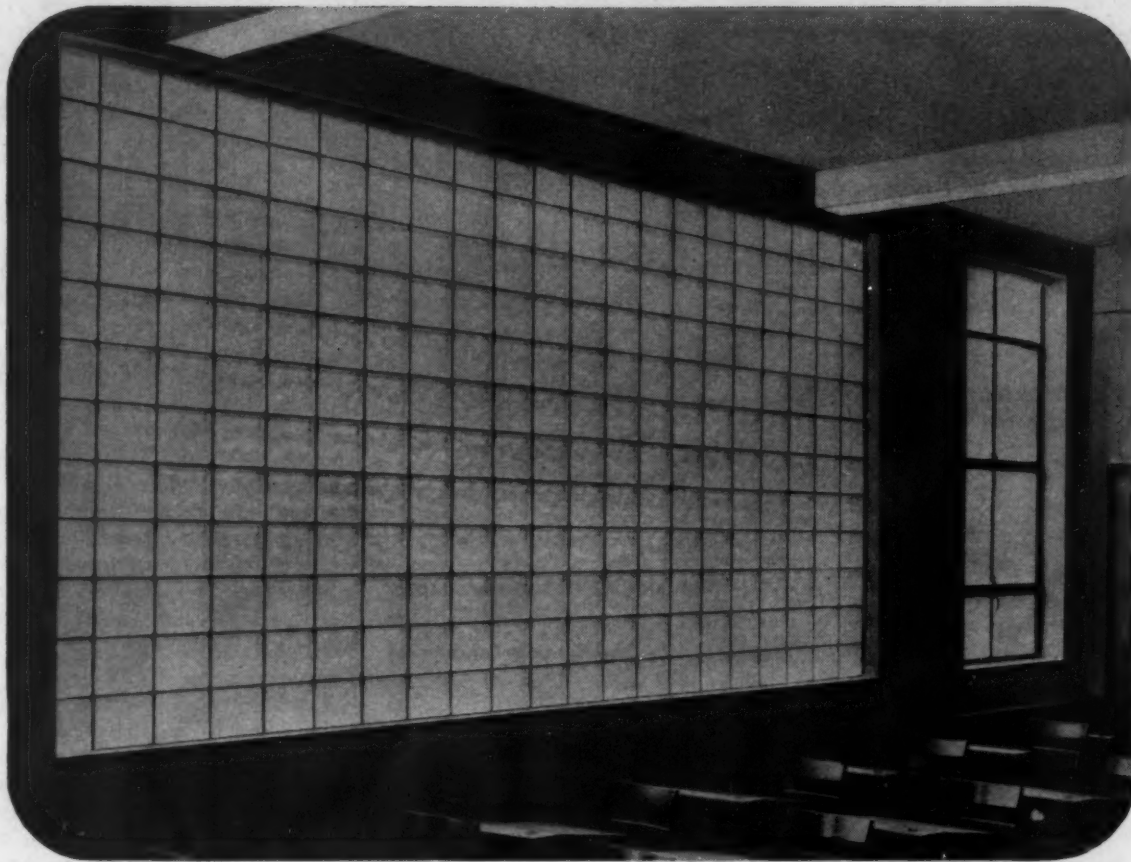
We originally estimated our pigeon population at approximately 300 to 400 birds. We believe that we still have approximately 200 left as our type of building with many ledges and old ventilating hoods makes good nesting facilities. In the spring and early summer months, we are careful to find and kill squabs, to break eggs and destroy nests.

The trap could be of dimensions other than those shown and might be a different shape, possibly round. Composition board of some sort should be laid across the trap above the perches during the hot weather so that the captured birds will not suffer from the heat.



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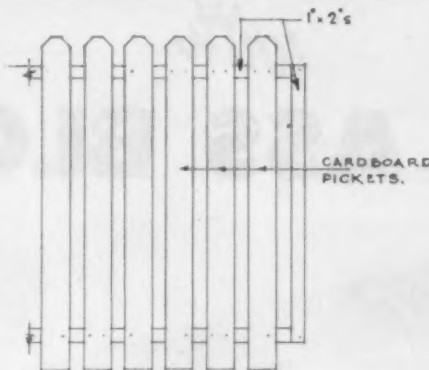
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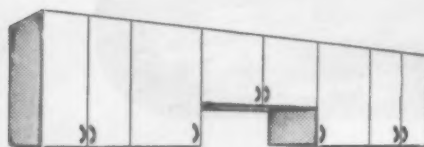
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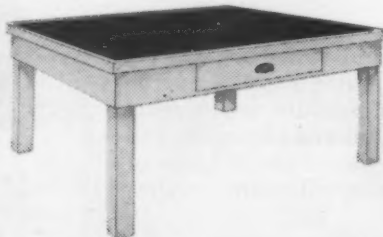
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Simple Labor Savers

After being with the Pontiac school system for seventeen years, I am now in a one man school which I like better than a larger school where there are other employees. For one thing, I know where all my tools are and can find them when I need them.

When I came here, the mops and brooms were standing on the floor at the head of the furnace room steps. Not liking this arrangement, I devised my own method of storing them when not in use. I found a 6 foot shelf to the underside of which I screwed some hooks which I made from coat hangers. Then I fastened triangular pieces to the ends of my mops and brooms and now have them up off the floor.

Another item: We have a number of gallon glass jars that paste comes in. The stockroom people use them for delivering liquids, such as dusting oil and wax, to the schools. I found a half dozen of these jars lying around here, so I figured out a way to fix wire handles on them. Now, whenever one comes to me without a handle, it takes me only about five minutes to put one on. I have fixed about a dozen that way so far. Our truck driver appreciates it. He can carry two in one hand and a package in the other and this saves him many steps.

Another item: I mix cleansing powder with a water softener, half and half. I find it cuts the grease on wash basins much more quickly than the plain powder does. I put the mixture in a pint glass jar with a screw top in which I have punched holes big enough for the contents to pour out easily.—HARRY SHORT, *Pontiac, Mich.*

To Chalkmark Floors

Temporary chalkmarks on gymnasium floors are often required for games and activities. A method of preparing chalk that will cause the marks to stay on for a day or longer is described in the *Journal of Health and Physical Education* as follows:

"To a small amount of cold water add enough sugar to make a saturated solution. Saturation point is reached when, after a vigorous shaking or stirring, a small amount of sugar remains in the container. Soak a number of sticks of soft chalk in a solution consisting of 1 part of the sugar solution to 3 parts of water. When the sticks of chalk cease to give off bubbles, remove and drain. In a short time this chalk will be dry and ready for use in marking floors.

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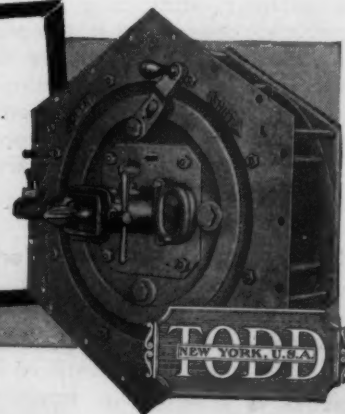
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WASHINGTON NEWS

By EVA ADAMS CROSS, Special Correspondent

Paris Conference of U.N.E.S.C.O.

The meeting of the general conference of U.N.E.S.C.O. opened in Paris November 19. The month of November and the period of the conference sessions have been designated as "U.N.E.S.C.O. Month." Special international exhibits, concerts and lectures to mark the occasion are being held in the host country. Organizations, both national and local, in the United States have been asked to demonstrate their interest through school assemblies, library exhibits and adult discussion groups.

The delegates appointed to this meeting by the President are: George D. Stoddard, University of Illinois; Arthur H. Compton, Washington University; William Benton, Secretary of State; Archibald MacLeish, former director of the Library of Congress, and Anne O'Hare McCormick of the *New York Times*.

The alternates appointed are: Milton Eisenhower, Kansas State College; George Shuster, Hunter College; Charles Johnson, Fiske University; Anna Rosenberg, adviser to the Office of War Mobilization and Reconversion, and Chester Bowles, former director of O.P.A.

It is rumored that the permanent chairmanship of U.N.E.S.C.O. will go to an American.

18 Year Olds Must Register

The national headquarters of Selective Service has called attention to the fact that young men must still register on their eighteenth birthdays. They must do this regardless of the fact that they are not liable for training and service until they are 19 and regardless, also, of the War Department's announcement that there will be no inductions until after January 1. Failure to register is punishable, upon conviction, by fine or imprisonment, or both.

The Selective Service Act is due to expire March 31. Gen. Dwight D. Eisenhower, army chief of staff, said recently, however, that Congress may be asked for an extension of the draft act since occupation commitments in Asia and Europe require a more certain basis for replenishing our armed forces than that supplied by voluntary enlistments alone.

Schools as Planned Public Works

Leading types of public works for which plans are completed or assured include among others those essential to school and other educational facilities, according to an F.W.A. report.

The report shows that under the advance planning program of the Bureau of Community Facilities, as of the end of the fiscal year last June, federal funds amounting to more than \$26,000,000 had been advanced to 2174 different public bodies throughout the country for plan preparation of public works. These plans call for estimated construction costs of close to a billion dollars.

Bus Bodies Freed of Controls

School bus bodies and equipment parts were among items removed from price control November 1. Specified gasoline and Diesel engines were likewise freed.

Youth Employment and Education

Federal aid to states for the development of broad and varied school programs adapted to individual needs was recommended October 11 in the first formal report of the Interagency Committee on Youth Employment and Education.

Coordinated action by federal, state and local governments to provide 16,000,000 young people with better opportunities for education and employment was urged by the committee.

Other recommendations called for removal of financial barriers to school attendance, including the development of a rounded program for pupil aid; job opportunities for young people; good standards of employment; counseling and placement services, and community action on behalf of youth.

Ruling on Veterans' Earnings

Veterans in school or job training under the G.I. bill faced a suspension of their subsistence allowance payments if they did not report their earnings to the Veterans Administration by November 5. Payments are to be held up until reports are made. Subsistence payments must fit in with the limitations on allowances set up by Congress in Public Law 679.

Signed by President Truman August 8, the law specifies that if a veteran's subsistence under the G.I. bill and his earnings from productive labor total more than \$175 a month (without dependents) or \$200 (with dependents), his allowance must be reduced so that the combined total will come within these figures.

Immediately after November 5, V.A. started to notify veterans as to whether they have received more allowance than they were entitled to after August 8 and how much they have been overpaid.

Veterans Who Would Study Abroad

Veterans who have the desire and aptitude for studying abroad are being aided by both the Veterans Administration and the State Department, according to recent information. More than 1100 eligible veterans are seeking education in foreign institutions. Hundreds of others have been approved for such enrollment by regional V.A. offices. Some 350 have already successfully entered schools abroad.

Some 903 foreign institutions at which G.I. veterans may study have been approved by the Veterans Administration. These schools are located in 68 countries. They include many of the world's leading universities, colleges and professional schools, art schools, music conservatories, technical schools and other specialized institutions. The list is supplemented periodically upon request of veterans wishing to enroll in institutions not already approved.

The veteran pays his own travel expenses and there are various problems and limitations which confront him. Some countries and institutions have found it impossible to accommodate foreign students. In many locations, the high cost of living must be considered.

Differences in scholastic standards pose another problem. Some of the universities in Europe will not admit American students who have not completed two or more years of undergraduate study. Knowledge of a foreign language is often required. Differences in scholastic credits and classifications must also be considered.

Eligible to Purchase Surplus

Children's day nurseries, parks, playgrounds and organized recreational departments are eligible to buy surplus property at the same discount and the same priority level as other institutions organized primarily for carrying on health activities, W.A.A. announced November 8. This ruling clears up the eligibility status of these groups and is based on the definition of *public health activities* approved by the Surgeon General.

Public health discount certificates will be issued to such groups provided they are exempt from taxation under Section 101(6) of the International Revenue Code.

American nonprofit organizations maintaining foreign missions may buy for export but domestic needs take priority over all export orders. Religious or welfare organizations purchasing for schools or hospitals maintained by them in this country or abroad are entitled to the discount for health or educational purposes. Each such order involving a discount will be considered individually on its own merits.

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Discontinue Enrollment Data

The termination of the nationwide clearing house system of furnishing college enrollment information to veterans may not necessarily mean a permanent cancellation of this program, an official of the Veterans Administration explained November 7. A study will be made soon of the whole college picture to determine veterans' need for such a plan.

Under the plan, supervised by the U. S. Office of Education, education agencies in every state furnished current data on school vacancies, curricu-

lums and available housing. Each state agency compiled information on all schools in the state. This information was sent to colleges, high schools and veterans' advisory centers as well as to the U. S. Office of Education.

The program was discontinued on the recommendation of V.A.'s seven man advisory committee on education.

More Surplus Books Available

The Veterans Administration has obtained 1,600,000 books from the U. S. Armed Forces Institute to add to the 600,000 other surplus books still available to schools and colleges for their

veteran students, according to an announcement November 8. The U.S.A.F.I. list contains 196 titles and includes standard cloth bound texts, paper bound volumes and self teaching texts. Mathematics, literature, foreign languages, science, history and business are among the many subjects included.

V.A. stipulates that only veteran students for whom the Veterans Administration would normally have to buy the books can obtain the surplus volumes. No books will be sent to schools that usually furnish books free of charge, and none will be distributed for use in school reference libraries or other places. If the veteran completes his course satisfactorily, the surplus books become his property.

National School Lunch Conference

A National School Lunch Conference was held in Washington, October 22, called by the Department of Agriculture. It was attended by almost 200 delegates, representing state departments of education, Production and Marketing Administration school lunch officials from each state and the Department of Agriculture. They gathered to straighten out administrative kinks in the national school lunch program set up by Congress with an authorization of \$75,000,000 for apportionment among the states. They also sought a basis for nationwide coordination of policy and procedure and for a policy which would make for effective procedures.

Dr. Thomas Parran reminded the conference that Great Britain with a population of about one third of ours is spending for free school meals a total of about \$300,000,000. At the same per capita rate, this program would cost the United States nearly \$1,000,000,000. It is not charity but self preservation which impels such humane measures as the providing of hot lunches for school children, he pointed out.

Navy Cook Books for Schools

Approximately 1200 cook books have been donated to the Department of Agriculture, the War Assets Administration announced November 5. The cook books, formerly used by Naval Air Technical Training Centers, will be distributed to schools operating hot lunch programs.

Navy Expands Programs

Application blanks were sent out November 5 to high school superintendents, college deans and naval officer procurement offices throughout the country as part of the navy's plan to expand by 5000 men its Reserve Officers' Training Corps and Aviation College program. Eligible to apply are high school seniors,

no substitute can take the place of a good book.
But a fine motion picture can make the book
much easier to understand and remember.



Take Johanna Spyri's *Heidi*, for example. For generations children have loved this book—but they often have difficulty in understanding certain words and expressions. Now they are able to see the book come to life on the screen. In the motion picture *Heidi* they can see all those details which would take many hours to explain.

The motion picture *Heidi* is distributed by Films Incorporated in 16 mm. for showing on school projectors. It is one of several hundred full-length features and dozens of short subjects and cartoons especially selected for school showing. To get the full story of the services which Films Incorporated offers to schools, just send a postcard request for the current School List catalog.

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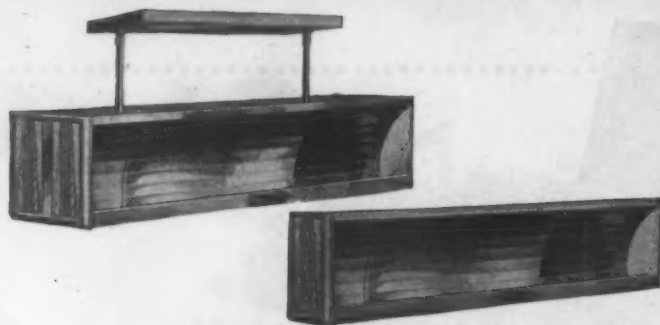
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youths with equivalent education and men now in the navy who will still be under 21 by next June 30.

Men qualifying for the N.R.O.T.C. will receive four years' training in any one of the 52 colleges and universities with navy R.O.T.C. units. In addition to tuition, books and fees, trainees will be paid \$50 monthly. Those accepted for the aviation program will receive two years' college training plus two years' flight training. There will be summer cruises during training of six to eight weeks.

After completion of training, N.R.O.T.C. students will be required to serve two years as ensigns with the navy or as second lieutenants in the marine corps. One year of active duty will be required of enrollees who complete the aviation course. Applications must be filed before December 15.

Juvenile Delinquency Conference

Associate Justice Harold H. Burton of the U. S. Supreme Court served as general chairman of the three day National Conference for the Prevention and Control of Juvenile Delinquency held in Washington November 20 to 22. More than 1000 representatives of federal, state, community and private organizations participated in this first nationwide conclave called to consider all the aspects of juvenile delinquency and formulate a working plan.

Protest Handling of Surpluses

Twenty-one national education associations, through a committee of 12, protested to the House surplus property committee recently against the handling of war surplus material for schools. The chief complaint was that Congress gave schools only a No. 5 priority which is next to the low No. 6 allotted to the general public and that the W.A.A. permits schools only a 40 per cent discount whereas the educators feel that a 95 per cent discount would not be excessive. The surplus property committee scheduled a hearing to investigate the protests.

ADMINISTRATION

N.E.A. Foresees More Teachers

A National Education Association report on the teaching situation issued during National Education Week cites the improvement in teachers' salaries on a nationwide basis as an indication that the tide may be turning in a direction of a larger teacher supply in the future.

The report states that the percentage of teachers receiving salaries of less than \$2000 has dropped from 59.8 last year to 5.37 this year; that the percentage of those getting less than \$1200 has fallen

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from 15.8 to 12.3; of those getting less than \$600, from 2.4 to 1.2.

The total number of teachers is said to have risen from 860,774 to 865,015 and the number of emergency teaching certificates to have dropped from 113,053 to 109,582.

Resignations in N. Y. Grow

New York City teachers are continuing to resign in increasing numbers, a recent study has disclosed. In September alone the supply of teachers was reduced by 803, of whom the largest number, 460, resigned. The others were retired or died. Jacob Greenberg, associate

superintendent in charge of personnel and teacher training, attributes the rise in resignations to dissatisfaction with salaries.

Teachers Take Extra Jobs

Answers to a questionnaire submitted to teachers of DeWitt Clinton High School, the Bronx, New York City, reveal that 42 out of the 91 replying have taken other work to enable them to meet the cost of living. Five said they wanted work but could not get it and three needed the money but were physically unable to take an outside job. Twenty-three teachers had had to bor-

row from banks, on their pensions, on life insurance policies and so on to meet various expenses. Seventy reported that they are unable to save anything.

Teachers' Status in Pennsylvania

The Pennsylvania department of public instruction has made a study of the special emergency wartime certificates which have been issued in that state since 1943. A report of the study reveals that the total number of such certificates in force October 1 was 1552 as compared with 2363 a year ago.

Another study of the professional status of teachers in the public schools of the state covers a twenty-six year period. In 1920-21 a teacher education program was begun in Pennsylvania following the adoption of certification regulations. Tables on the percentages of teachers having four years or more of preparation in 1920-21 as compared with 1945-46 show a gain of 32.2 per cent for the period.

Figures for the state as a whole show that in first class school districts, 48.4 per cent of all teachers employed are college graduates; in second class school districts the percentage is 61.3; in third class districts, 60.8; in fourth class districts and those third class districts under the supervision of the county superintendent, 44.2.

The last named figure is particularly interesting for it means that there has been a consistent and steady increase in the number of college graduates in rural areas; of the 27,852 teachers supervised by county superintendents, 44.2 per cent, or 12,319 teachers, are college graduates.

Teachers Build Own Homes

Seven teachers at Main Township High School, Des Plaines, Ill., who have been driving from 25 to 100 miles a day to school, have started to put up their own houses. With the help of Frank Holmes, superintendent, sympathetic friends and pupils, they are digging foundations for concrete piers for aluminum prefabricated houses. These four room units, each with two bedrooms, are being assembled near by and it is hoped that they will be ready for occupancy by December 1. The houses are being financed through the student activities corporation and it is expected that the project will liquidate itself within four or five years. The units will then revert to the school board and will be used for other purposes.

High Cost of Broken Windows

The Chicago school system is suffering an annual loss of \$200,000 as a result of windows broken by pupils or vandals. One fifth of the schools' 200,000 windows are broken each year which keeps



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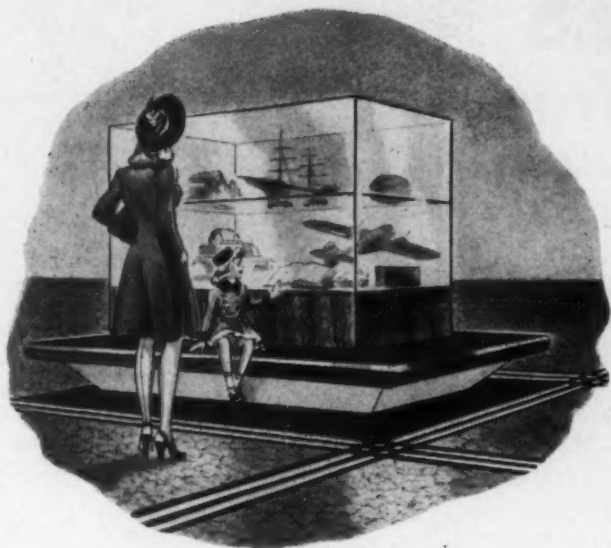
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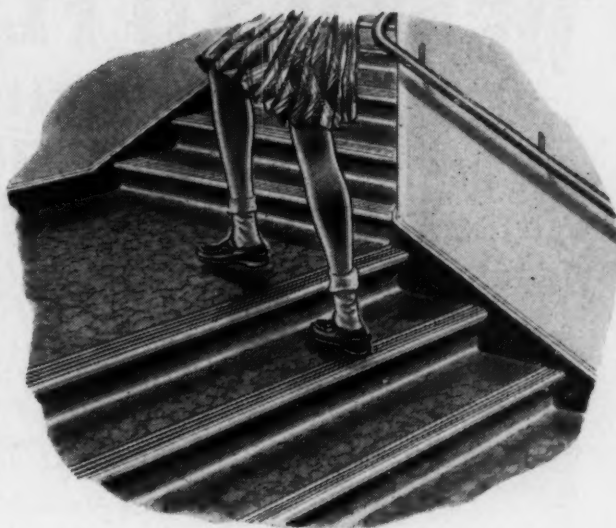
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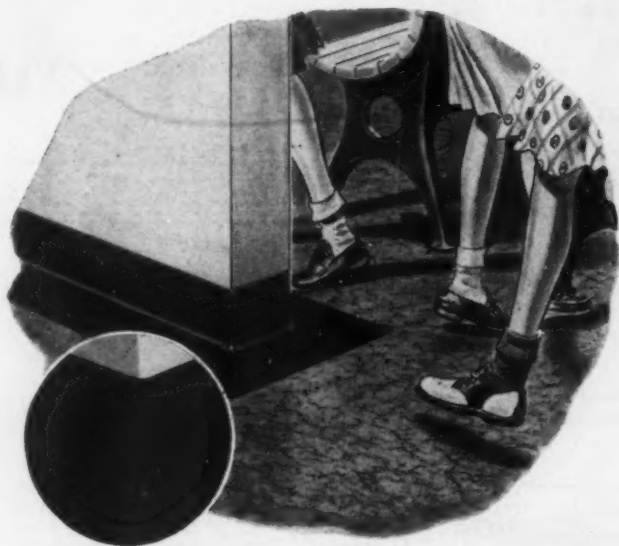
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*Vaposector Insecticide when dispersed by the Hydro-Mist Vaporizer can achieve a positive kill of such flying insects as Flies, Gnats, and Mosquitoes in areas of 500,000 cubic feet!

The enactment of the Bell and Tydings bills will not relieve the United States of the burden of the foreign-born population and cut out a few pictures from the

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a crew of 50 glaziers constantly at work replacing the glass. Persons who are caught deliberately destroying the windows are fined \$5 for each pane broken.

Minneapolis Teachers Strike

Members of the A. F. of L. Minneapolis Federation of Men Teachers recently voted 342 to 25 to strike after their demands for salaries of \$5000 were rejected.

Single Testing Commission Sought

Recommendation that the College Entrance Examination Board and all other nonprofit testing agencies now operating on a national basis join in forming a single Cooperative Educational Testing Commission is made in a preliminary report to the Carnegie Foundation for the Advancement of Teaching by a committee of college presidents and other educators.

Because of the importance of research in testing procedures, the report recommends that 80 per cent of the assets contributed by the constituent agencies be earmarked for research and development in the field of educational measurement.

With industry, government and business in addition to schools and colleges seeking a means of measuring abilities, aptitudes and achievements, there is a great need for developing a more effective means of measurement, says Oliver C. Carmichael, president of the Carnegie Foundation.

MEETINGS

To Report on Teaching Crisis

The Citizens Federal Committee on Education at its semiannual meeting November 1 decided to sponsor a series of reports to the nation on the critical condition of the teaching profession. The chairman of the committee is Thomas C. Boushall. The reports will be issued next year.

Dr. Kathryn McHale, director of the American Association of University Women, and vice chairman of the Citizens Federal Committee, was appointed chairman of a subcommittee on the teacher in America to plan the presentation of the reports.

Other members include: Walter D. Fuller, president, Curtis Publishing Company, representing manufacturing; A. S. Goss, master, National Grange, representing agriculture; the Very Rev. Msgr. Frederick G. Hochwalt, National Catholic Welfare Conference, representing religious groups; Walter G. Ingalls, American Legion, representing veterans; Mathew Woll, American Federation of Labor, representing labor.

The next meeting of the citizens fed-



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eral committee was set for March 17, at which time pending federal legislation on education will be studied. The committee was appointed last spring by Federal Security Administrator Watson B. Miller to act in an advisory capacity to the U. S. Office of Education.

Eleventh Educational Conference

The eleventh Educational Conference was held October 31 and November 1, 1946, in New York City under the joint auspices of the Educational Records Bureau, the Cooperative Test Service, the Graduate Record Office of the Carnegie Foundation for the Advancement

of Teaching and the committee on measurement and guidance of the American Council on Education. More than 500 delegates from schools and colleges were registered.

The theme of the conference was "Educational Readjustments to Peacetime Needs." Among speakers were Bryn J. Hovde, president, New School for Social Research; George F. Zook, president, American Council on Education, and Alonzo G. Grace, commissioner of education, Connecticut.

The twelfth annual meeting of the institutional members of the Educational Records Bureau was held in conjunction

with the conference, which was followed on November 2 by the invitational conference on testing problems sponsored by the committee on measurement and guidance of the American Council on Education. The measurement book project of the A.C.E. and several national measurement projects were discussed.

The proceedings of both conferences will be published.

Research Association Meeting

The American Educational Research Association will resume its annual meetings at Atlantic City with a diversified program from March 2 to 4. The meeting this year lasted only three days instead of the usual week because of restrictions on available meeting places. The discussion subject will be recent research development in various phases of public school organization and instruction.

The executive committee of the association at its last meeting decided to revise the "Encyclopedia of Educational Research." Dr. W. S. Monroe, editor-in-chief of the present volume, will undertake the revision, work on which is to begin immediately with the hope that the new volume may be published late in 1949. Members of the association are requested to send suggestions for the revision to Dr. Walter S. Monroe, College of Education, University of Illinois, Urbana.

Schoolhouse Construction Council

Reports by state, urban and university school building specialists made at the 23d annual meeting of the National Council on Schoolhouse Construction in Jackson, Miss., in late October indicated that the most extensive program of school plant construction in the history of the country is ready to move.

A conservative estimate of expenditures for plant, from kindergarten through university levels, indicates a total in excess of half a billion dollars annually for at least five years. California alone reported a five year \$500,000,000 program while almost a dozen other states indicated a minimum of \$100,000,000 for the same period. Several hundred million dollars worth of school building plans are in architects' offices awaiting the elimination of priorities and material bottlenecks and stabilization of building costs.

One story plants are receiving most favorable attention in states where climatic conditions favor such construction. In the northern states the trend is away from buildings more than three stories high.

The standards committee presented a 137 page report in the form of a proposed "Guide for Planning School

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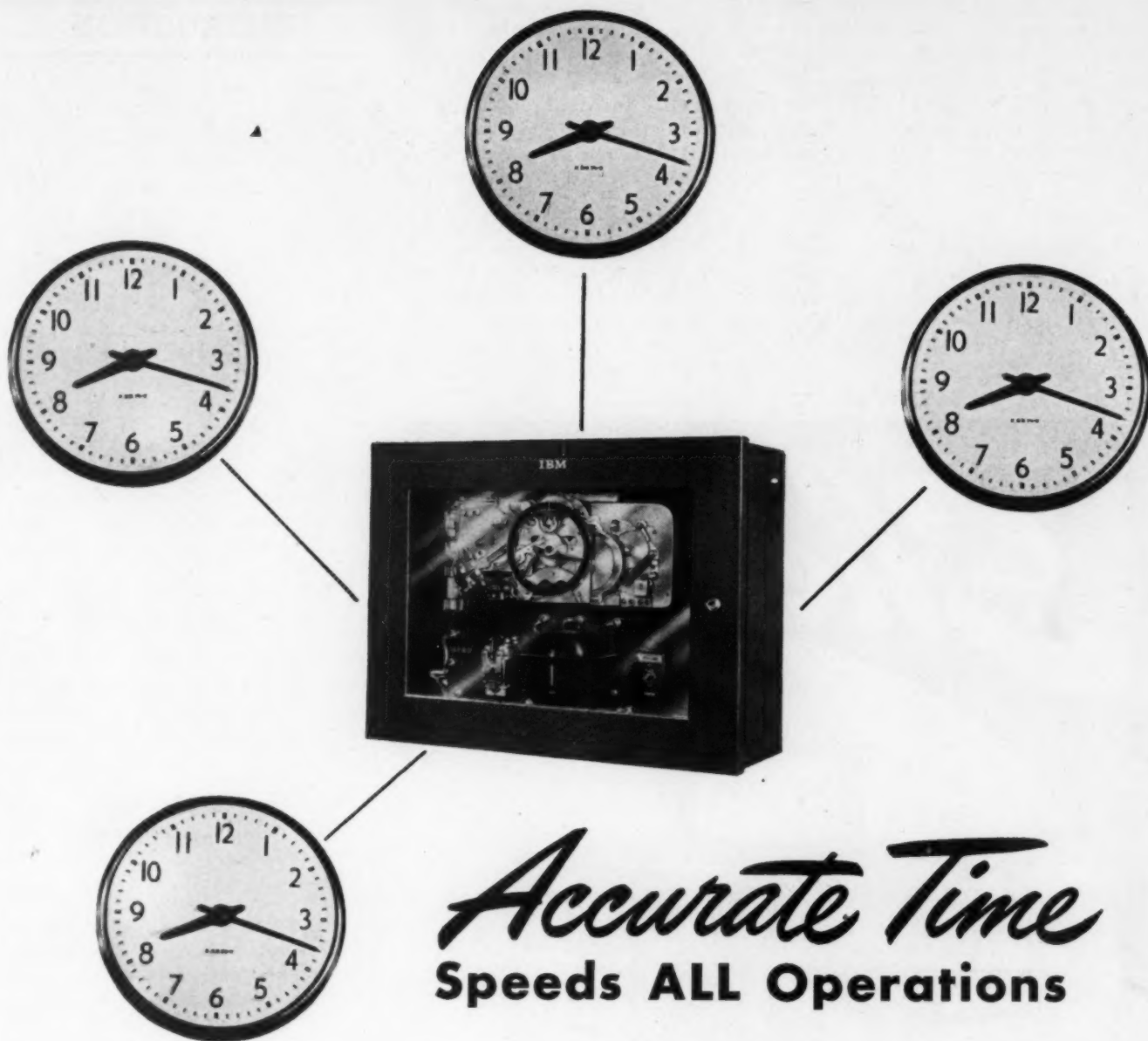
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Plants." Recognizing the fact that fixed minimum standards tend quickly to become practical maximums, the standards committee developed more generalized proposals in six sections under the headings of site selection and development, general characteristics of the building, instruction rooms and their equipment, general facilities, service facilities and accessory facilities.

Changes and amendments in the report were made. The revised standards were approved and they will be published by the council as a working report early in 1947. Their final approval is subject to a year's delay.

The new standards were prepared by a central committee of which Ray L. Hamon was chairman, with the assistance of six subcommittees.

Wilfred F. Clapp, Michigan State Department of Public Instruction, was elected president; Frank Williams, Arkansas State Department, vice president, and S. P. Clemons, secretary-treasurer.

As formerly, conventions in alternate years will be held in the triangle formed by Washington, New York, Detroit, Chicago, St. Louis and Cincinnati. In other years, the meetings will be held in perimeter states to give opportunity for studying regional building.—A.B.M.

INSTRUCTION

Needed School Courses

In a recent issue of the *Hoosier Farmer*, Anson S. Thomas, director of the Indiana Farm Bureau's tax and legislative department, states that since only 17 per cent of the high school graduates continue their schooling a course that will be more useful to the remaining 83 per cent should be provided.

He proposes that the following subjects be required: bookkeeping and accounting, the study of taxes and a comprehensive course in government. Record keeping is necessary in any line of business and an understanding of bookkeeping and taxes would save taxpayers millions of dollars each year. The course in government should include a study of all governmental units from the township up.

"Because of lack of knowledge," Mr. Thomas concludes, "most people believe politics is evil and something to be shunned. . . . Every citizen should know as much as possible about how our government operates, how it is financed and what each individual's responsibility is toward it."

Science Should Be Required

Four years of science training should be required of high school pupils to prepare them for life in the atomic age, Dr. Charles A. Brautlecht of the University of Maine declares in a report to the American Chemical Society's division of chemical education. In a world that depends increasingly upon chemistry and electricity, at least five periods each week and some laboratory work should be devoted to science, Dr. Brautlecht says. During the first and second years of high school simple general science should be studied, physics in the third year and chemistry in the fourth.

AUDIO-VISUAL AIDS

Television Quiz Tournament

In collaboration with the New York City board of education, CBS television station WCBW-N.Y. is presenting a new educational series in which teams representing junior high schools are competing in a weekly television quiz tournament.

The series, which started November 7, is entitled "All New York Junior High School Quiz." The tournament is set up in two brackets of ten weeks each, one ending January 16 and the other April 24, each bracket producing a semi-finalist. The final quiz will be held on May 1.

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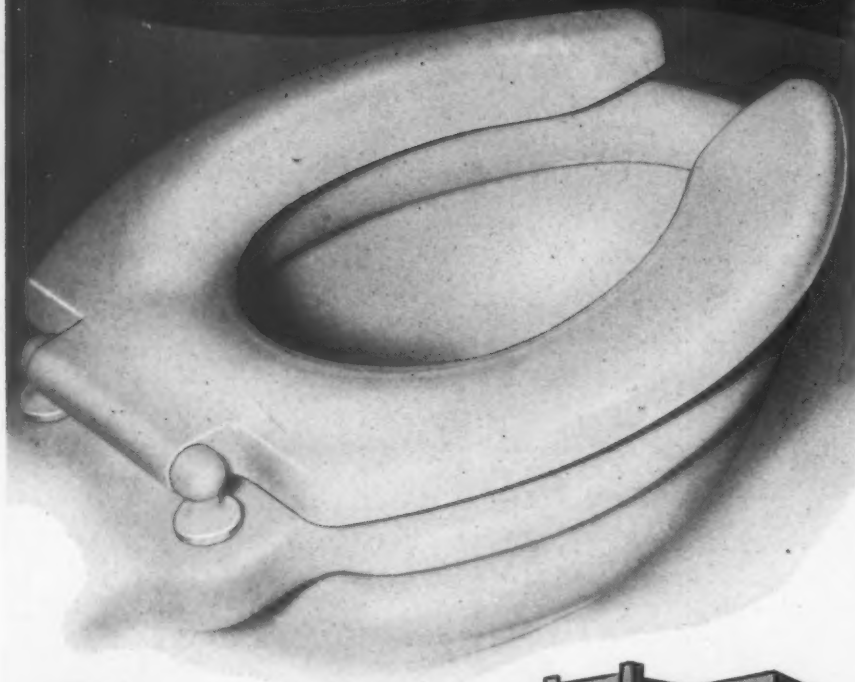
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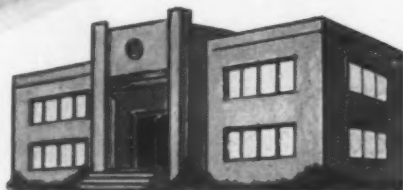
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Forty schools entered teams in the elimination contest. Questions are prepared by each team to be asked of the opposition group. Pupils select their own material and work out the visualization of the questions, an essential in television.

FINANCE

Cost-of-Living Pay Adjustment

The Barrington Community Consolidated Elementary School District No. 4 and the Barrington Consolidated High School District No. 224 in Illinois have voted to grant a cost-of-living adjustment of \$300 to each full time employee of the boards of education, Supt. F. C. Thomas reports. The money is to be paid in four equal installments. Barrington is a Chicago suburb.

MISCELLANEOUS

Schools Want Business Materials

A recent report of the National Science Teachers Association states that teachers welcome business-sponsored educational materials which are free from objectionable advertising for use in science classes. The report was prepared for the consumer education study of the National Association of Secondary School Principals. It tells business men what criteria should be applied to materials before furnishing them to schools and breaks down the various science teaching fields showing what booklets, charts, exhibits, models and pictures are desirable for each. Copies of the report are available from the educational department of the National Better Business Bureau, Chrysler Building, New York 17, at \$1 a copy.

Coming Meetings

- Alabama Education Association, Birmingham, March 20, 21.
- American Association of Junior Colleges, Hotel Jefferson, St. Louis, February 19-22.
- American Association of School Administrators, Atlantic City, N. J., March 1-6.
- California Teachers Association, Hotel Biltmore, December 13, 14.
- Georgia Education Association, Hotel De Soto, Savannah, April 23-26.
- Illinois' Education Association, Elks Club, Springfield, December 26-28.
- Mississippi Education Association, Hotel Heidelberg (tentative), March 20-22.
- North Carolina Education Association, George Vanderbilt Hotel, Asheville, March 27-29.
- Pennsylvania State Education Association, Hotel Penn-Harris, Harrisburg, December 26-28.
- South Carolina Education Association, Columbia, February 20-22.
- Texas State Teachers Association, Hotel Rice, Houston, November 29, 30.



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Here's a fresh approach to school lighting. Wakefield's new Over-ALL lighting provides a "sky" of smooth, pleasing, diffused light *over all* . . . the kind of light that eyes need for easy seeing . . . that makes for more attentive students, easier teaching and cheerful, modern rooms.

We believe you'll find this new system has it *over all* others . . . for protection from eyestrain fatigue, for efficiency, for comfort. Because Wakefield Over-ALL lighting is based on lighting results *where they count!*

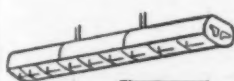
Ask your local Wakefield representative or the lighting engineer of your power company to tell you about Over-ALL lighting. Or write for new booklet. The F. W. Wakefield Brass Company, Vermilion, O.

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The General



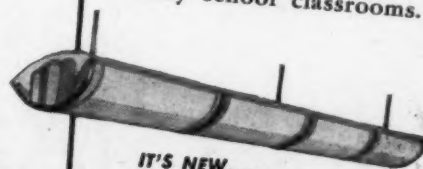
The Grenadier



The Commodore



The Diplomat



IT'S NEW...
THE WAKEFIELD STAR

Committee on War Memorials

An advisory committee on war memorials in public schools has been formed in New York City to assist schools and communities which contemplate honoring those who served in the war with a permanent memorial.

According to the committee a war memorial should have permanence, esthetic value, patriotic appeal and inspirational stimulus. Among those suggested are: a scholarship, a garden or trees, a student aid fund, an alcove in the library, a window or windows, a large, beautifully bound Bible, a set of city, state and national flags, books for

the library, murals, paintings, sponsored concerts, sculpture and flagpole bases artistically treated.

New Nutritional Gauge

A new method is being used in New York City for determining the nutritional level of school children. It employs an extremely sensitive microfluorometer which was first put to a practical test in determining the nutritional status of the German people at the request of the Surgeon General of the U. S. Army. The method is said to be suitable for making quick, accurate, large scale nutritional surveys and was

developed by the Public Health Research Institute of New York City. The work now being done with the school children will indicate steps which must be taken to safeguard their health through proper nutrition in the future.

Lutherans Seek Funds for Schools

The Lutheran High School Association of Greater Chicago is conducting a campaign among congregations of the Missouri synod for \$2,000,000 to be used in constructing three high schools in the Chicago area. The schools will offer instruction in secondary as well as religious subjects.

Surplus Bibles Available

Approximately 1,000,000 surplus Bibles, some of them the King James version, some the Douay version and others a version prepared for persons of the Jewish faith, have been made available free to religious, educational, eleemosynary and similar institutions, according to a War Assets Administration announcement.

A.F. of L. to Aid Teachers

William Green, A.F. of L. president, has sent out a letter to the officers of state federations of labor and to city central bodies, urging that organized units of the federation inaugurate forceful campaigns in their communities to bring about the payment of better salaries to teachers.

Crime Schools of the Air

Parents must prohibit radio crime programs in their homes if they wish to see a decrease in juvenile delinquency during the next ten years. This is the opinion of John W. Curran, professor of criminal law at De Paul University, Chicago. Radio mystery shows were branded by him as "crime schools of the air." Because of the tremendous competition for juvenile listeners, the programs are progressing week by week in atrocities, he stated.

Hotel for Children's Vacations

Children in Guatemala City who attain high marks in their studies will be rewarded with a vacation at the well known tourist hotel El Manchon in Antigua. The hotel has been placed at the disposal of a group of women that serves school luncheons to poor children. Señora de Arevalo, wife of the president, is one of the group.

Gifts for Children Abroad

Boys and girls belonging to the nationwide American Youth for World Youth Organization, representing some 3000 schools and youth groups, have as their goal the sending of 100,000 dolls to children in refugee camps abroad, a "farewell kit" for every homeless child



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ONE DROP DOES THE
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A single BRITEN-ALL treatment gives foot-weary floors a new lease on life. It rejuvenates them . . . restores their beauty and color. And BRITEN-ALL is so economical too (one drop does the work of many)—Protects your floor investment . . . and your budget.

BRITEN-ALL is a specially prepared liquid cleaning compound for all types of floors. It cleans quicker and cleaner. Absolutely SAFE. Contains no grit or acid—nothing to injure the finest of floors.

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The quick, easy way to scrub and polish all types of floors. Gives a lustrous appearance that is impossible to obtain by hand rubbing. Saves maintenance time and costs. Simple to operate. Sturdy, Amazingly quiet. Let us demonstrate.

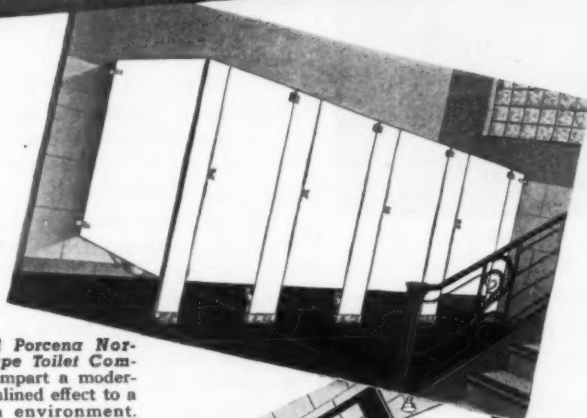
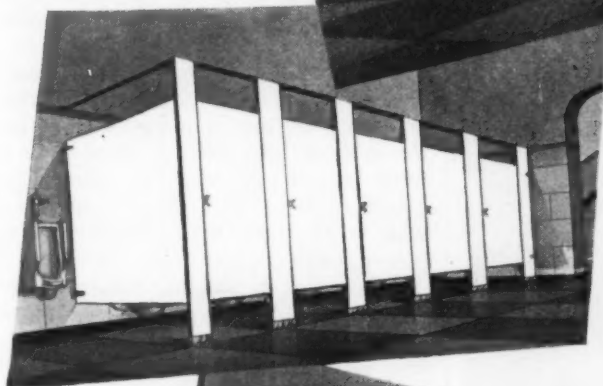
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Sanymetal Century Type Ceiling Hung Toilet Compartments are particularly appropriate for schools. They impart dignity, refinement, and cheerfulness to the toilet room environment.

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(Porcelain on Steel) TOILET COMPARTMENTS

possess the natural structural strength of steel, not one sheet, but two 16-gauge sheets securely bonded on opposite sides of dense insulating core, strengthened by porcelain enamel (four layers on each sheet) which provides a non-porous, flint-hard, glass-smooth surface that is positively impervious to odors, acids and moisture.

The toilet room environment encompasses the entire room and the facilities it contains. A toilet room may be convenient and usable, but dirty, dark and depressing. Children will use its facilities reluctantly, perhaps, with some disgust, and, perhaps, at a loss of self-respect or with a tinge of resentment. A modern toilet room environment reflects cleanliness, encourages orderliness and respect for these facilities. Children, keenly sensitive to the better things, respond eagerly and develop lifetime habits of cleanliness, orderliness and appreciation of sanitation facilities and conveniences.

It is easy to improve toilet room environments. Usually your present plumbing fixtures need not be disturbed. In many instances all that is needed is a simple installation of Sanymetal "PORCENA" (Porcelain on Steel) Toilet Compartments. Sanymetal "PORCENA" Toilet Compartments are fabricated of the ageless and fadeless material, porcelain on steel, which is a glass-hard, stainless material that always looks new, does not absorb odors, is moisture- and rust-proof, and resists the corroding nature of ordinary acids. The glistening porcelain finish can be wiped clean as easily as any glass-smooth surface, effecting a reduction in maintenance costs.

Sanymetal "PORCENA" Toilet Compartments embody the results of over 33 years of specialized skill and experience in making over 80,000 toilet compartment installations. Ask the Sanymetal Representative in your vicinity (see "Partitions" in your phone book for local representative) for further information about planning suitable toilet room environments for school buildings. Refer to Sanymetal Catalog 19-B5 in Sweet's Architectural File for 1946, or write for file copy of Catalog 84.

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leaving a displaced persons' center in Europe and a "welcome kit" for every refugee child bound for this country.

The gift kits, containing soap, washcloths, combs, games, candy and similar items, are duplicates of those sent overseas last year. The dolls are an additional feature this year. Headquarters of the organization are at 35 East Thirty-Fifth Street, New York City.

Wins Scrapbook Contest Prize

For the last four years an international exchange of scrapbooks made by pupils in British and American schools has been sponsored by Books

Across the Sea Societies in Britain and America, and Roy Publishers. Prizes were awarded this year for the first time, the first prize of \$100 going to Barringer High School at Newark, N. J. Eighteen states in this country were represented among the 33 scrapbooks submitted.

Scrapbooks contain pictures and descriptions of communities, school programs, games, lists of books read, moving pictures seen and favorite jokes and each is sent from a given school to its "opposite number" across the sea. Comparable material is contained in the English scrapbooks. The address of the

sponsoring organization is 25 West Forty-Fifth Street, New York City.

German High Schools Debated

Whether or not to abandon the old German high school system, which is said to have bred class distinctions, is being debated in that country.

The traditional German high school included grades from 4 to 12. Children chose after the fourth grade whether they wanted to go on to the twelfth. For pupils planning to leave school after the eighth grade, which included most of the less well-to-do, the fifth, sixth, seventh and eighth grades were devoted to practical subjects. For those intending to go on through the twelfth grade, and then to college, a classical education was begun in grade 5.

This meant that pupils completing the eighth grade could not change their minds and go on to grade 12, because they were unprepared for classical education or higher learning.

The matter of changing this system was presented to a seminar of Berlin teachers, most of whom were aligned on the side of continuation because they were brought up to believe that high school teachers were superior to those who taught only the children of the poorer people.

The leader of the movement to remodel the German system along more democratic lines is Dr. Ernst Wildangel, who was installed as superintendent of schools in Berlin by the military government on his release from a concentration camp. With the approval of the allied educational officers, he has established compulsory foreign language courses at the fifth grade. Under the Nazis these were "de-emphasized."

Of the 7000 Berlin teachers, Doctor Wildangel estimated that no more than a dozen are competent to teach history without textbooks. "It isn't that the other teachers are either Nazis or militarists," he says, "but they were taught the kind of history that glorifies war and builds up a tradition of militarism." The Allies, so far, have failed to produce new history books to replace the old ones which many believe were at the root of German miseducation.

If the old system can be abolished in Berlin, there is some chance that other German educators will follow this lead after the United States has withdrawn.

Military Training Proposal

The army may be willing to drop the draft in favor of a hard fight for universal military training in the new Congress, War Department officials have suggested.

Whether to revive draft quotas temporarily during the first three months of the year or to ask Congress to extend Selective Service is undecided.



NOT only the students—but all those engaged in school work—deserve good towel service. Shortages have given many a school a taste of the service provided by harsh, flimsy ordinary towels. Then begins an emphatic appreciation of the features which enable Mosinee towels to provide the finest towel service obtainable—instant absorbency—strength to hold together—and softness to use. You will know when your School Supply Distributor again has them available in unlimited quantities.



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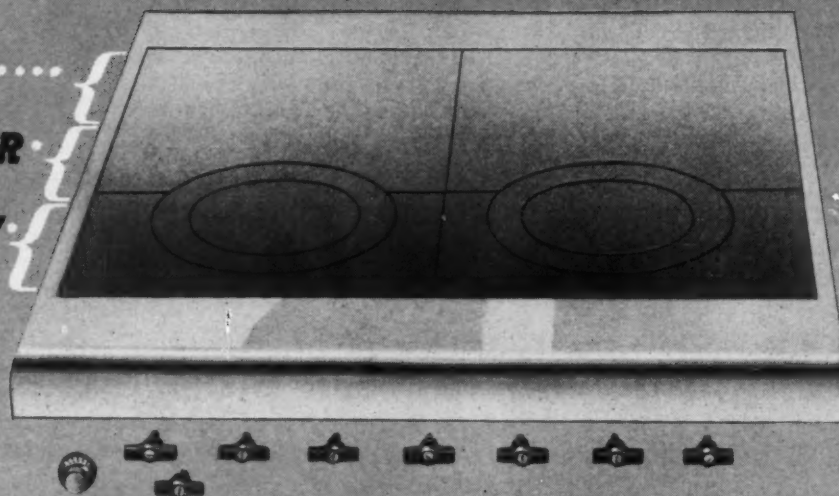
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War Department officials believe that neither the National Guard nor the organized reserves can hope to muster the projected total of 3,500,000 men. Therefore, officials will press for six months of training annually for 1,000,000 youths.

Conference of Christians and Jews

The National Conference of Christians and Jews announces the fourteenth observance of National Brotherhood Week to be held February 16 to 23. The theme is "Brotherhood Pattern for Peace." Program aids for use in schools and colleges can be obtained by writing to the headquarters of the organization at 318 Fourth Avenue, New York 16, N. Y. Materials are adapted to age levels in the schools.

Businessmen and Educators Meet

Last summer a group of Michigan educators visited a number of business and industrial establishments, as an outgrowth of which a conference of business leaders, representatives of labor and schoolmen met recently at Ann Arbor to talk over the needs of present day education.

Industrial and labor leaders showed themselves more than willing to support the schools in their efforts to improve education.

Dr. John R. Miles, director of research, committee on education of the U. S. Chamber of Commerce, was one of the principal speakers; he stressed the important rôle education can play in the postwar economy. Other speakers suggested that the school curriculum be

revised so that high school pupils might better understand the rôles of business, labor and industry.

Brendan Sexton, regional educational representative of the United Automobile Workers Union, C.I.O., urged that school courses inform pupils of the function and principles of collective bargaining.

Children Who Work

Two million boys and girls between the ages of 14 and 18 are now working at either full time or part time jobs, according to Mrs. Gertrude Folks Zimand, general secretary of the National Child Labor Committee. This is about 1,000,000 above the prewar level but represents a decline of approximately 1,000,000 since the peak of 1944-45.

The jobs and the pay are not as good as they were during the war years, Mrs. Zimand states, nor is the market for teen age workers so large. Many of these young workers are now lost to the schools.

Our child labor regulations need to be tightened and more strictly enforced and the amount of work a child is permitted to do while in school must be watched.

Election Gains

The November elections favored educational projects in six states, reports Francis S. Chase of the Rural Editorial Service, University of Chicago.

California fixed state support of education at the rate of \$120 a pupil A.D.A. from kindergarten through junior college. It also established a minimum salary for teachers beginning at \$2400. The bill carried by a more than a million votes.

Utah, by a vote of 3 to 1, approved school finance amendments to guarantee from state funds a minimum program of \$3000 a classroom unit. This means a higher educational level in rural areas, more equitable distribution of the taxable wealth and more stable revenue for school support.

Oregon, by a narrow margin, adopted a basic school fund amendment which guarantees \$50 of state funds for each child between the ages of 4 and 20.

Oklahomans adopted amendments that provide free textbooks with multiple selection, permit an increase in district levies and guarantee a minimum support of \$42 a child.

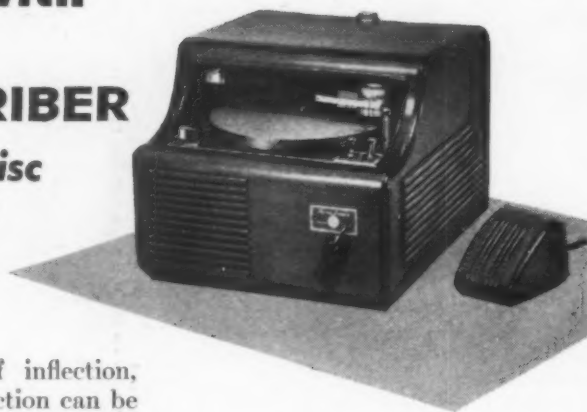
Arkansas and Alabama also showed marked gains in education.

Nebraska defeated school amendments that would have required the legislature to raise \$40 a pupil from sources other than the real property tax.

"Nebraska appears to be the only state where programs for increasing state support have suffered defeat," Mr. Chase reports.

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The SoundScriber is light in weight, is readily portable and easy to operate. It is low in first cost and low in operating cost.

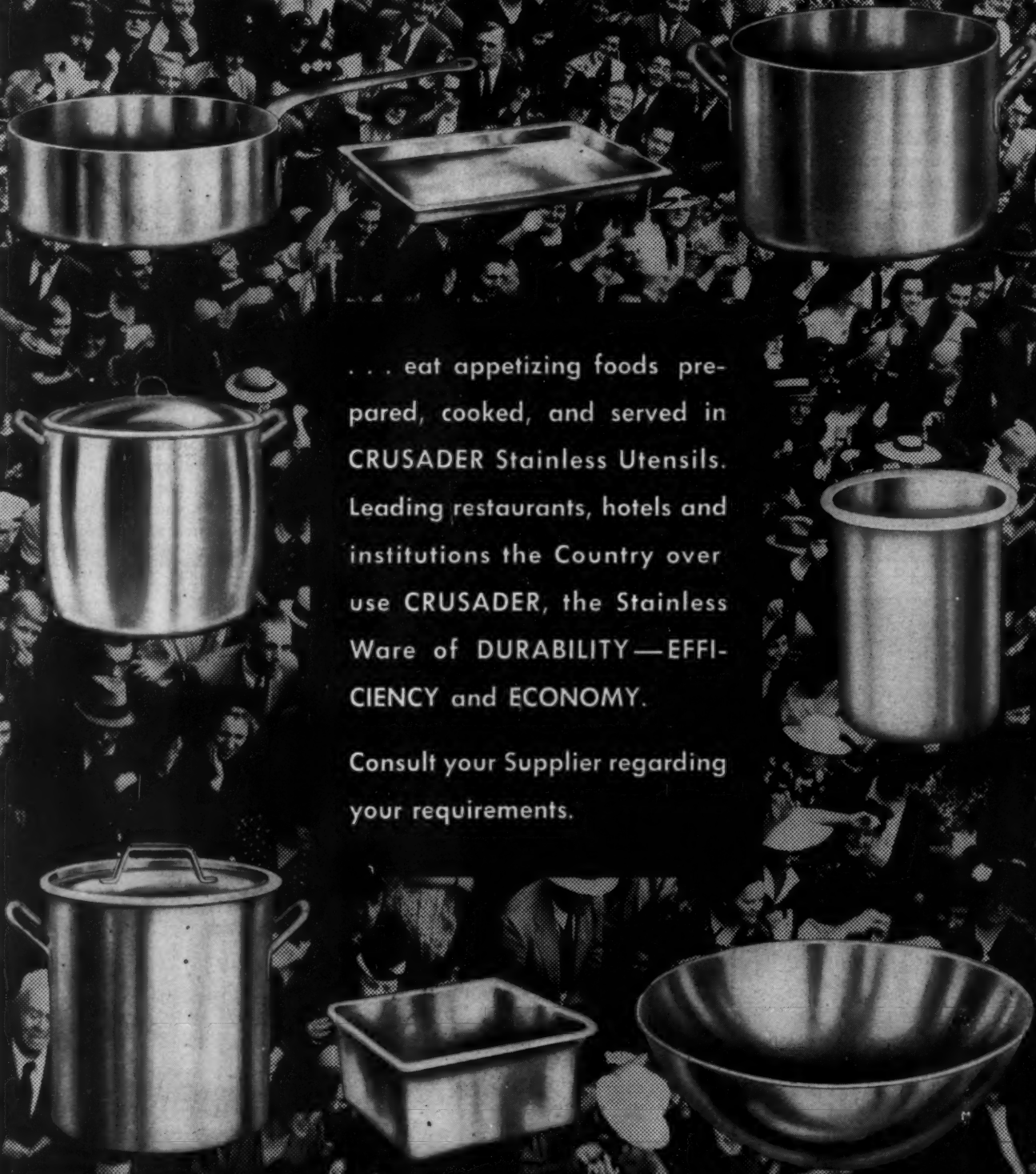
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More Funds for Michigan Schools

Michigan has adopted a sales tax amendment which provides that (1) one sixth of the present 3c sales tax will be returned to communities and townships on a population basis; (2) one sixth will be apportioned to school districts on the basis of the school census, and (3) a minimum annual appropriation will be set for schools below which the legislature cannot go. An increase of approximately \$42,000,000 is expected to be available for schools during the 1946-47 fiscal year. The new revenue can be used for any purpose boards of education may desire. Indications are that probably half of the funds will be used for capital improvement or for reduction of existing debt and the rest for raising salaries of all executive personnel.

PUBLICATIONS

Speech Training for Spastics. Suggestions with regard to diagnostic material, exercises and procedures for the use of teachers and parents in correcting spastic speech. Brooklyn 2, N. Y.: Board of Education of the City of New York, 110 Livingston Street.

Reading in Sight Conservation Classes. A manual for teachers of visually handicapped children dealing with their special problems, particularly with reading. Brooklyn 2, N. Y.: Board of Education of the City of New York, 110 Livingston Street.

Profit and Loss in the Enterprise System. An analysis of the problem of profits prepared

by the Economic Principles Commission of the N.A.M. New York 20, N. Y.: National Association of Manufacturers, 14 West Forty-Ninth Street.

The Role of Prices and Price Determination. An analysis of the problem of prices prepared by the Economic Principles Commission of the N.A.M. New York 20, N. Y.: National Association of Manufacturers, 14 West Forty-Ninth Street.

Greenwich (Conn.) Community Program. Report of an "Eat a Good Breakfast" campaign sponsored by the Tuberculosis and Health Association of Greenwich, Conn., showing how nutrition education was made to work at the community level. Chicago 3: Cereal Institute, Inc., 135 South La Salle Street.

Adventure in Geography. No. 1, Economic Geography (Products). No. 2, The Union of Soviet Socialist Republics. No. 3, China. Each is a listing of teaching aids including charts and maps, exhibits, films, slides and filmstrips, pictures, publications and recordings. No. 1 compiled by Carol Collins from materials collected by Lili Heimers, (\$1); No. 2 and 3 compiled by Lili Heimers, 25 cents each. Upper Montclair, N. J.: New Jersey State Teachers College.

Free Teaching Aids. A list of more than 300 addresses from which can be obtained free charts and maps, publications and pictures useful to teachers of all age groups compiled by Lili Heimers. Upper Montclair, N. J.: New Jersey State Teachers College. 50 cents.

1946-1947 Calendar Manual of CBS American School of the Air. A listing of the daily programs from Sept. 30, 1946, to April 25, 1947, with a brief description of each. New York 22, N. Y.: The Columbia Broadcasting System, 485 Madison Avenue.

Activities of the Interdepartmental Committee on Scientific and Cultural Cooperation. A description of the projects carried on in co-operation with the other American republics for promoting mutual progress and understanding. Department of State Publication 2622. Washington, D. C.: U. S. Government Printing Office. 15 cents.

NAMES IN THE NEWS

(Continued From Page 55.)

Dr. John Davis Williams was inaugurated as the new chancellor of the University of Mississippi on October 25.

James H. Halsey has been made president of the Junior College of Connecticut at Bridgeport. He succeeds Dr. Everett Cortright, president since 1927, who has become president emeritus. Mr. Halsey is president of the New England Junior College Council.

Miscellaneous

Bernice Dainard Gestie, president of the Educational Press Association and managing editor of the *Minnesota Journal of Education*, has accepted the position of assistant director of the Rural Editorial Service for State Education Associations in Chicago. She has been granted a leave of absence until October 1, 1947, from the Minnesota journal to serve in her new capacity.

Henry Lester Smith, who was retired as dean of the college of education, Indiana University, last August, has been appointed state consultant on school building problems and consultant on world educational organization by the state superintendent of public instruction of Indiana.

Deaths

Carmon Ross, well known Pennsylvania schoolman for more than forty-one years, died recently in Philadelphia following an operation. At the time of his death he was executive director of the Public Education and Child Labor Association of Pennsylvania, having taken this position ten months ago following his retirement as superintendent at Lansdowne. He was superintendent at Doylestown for twenty-nine years.

Theodore Hanson, principal of South Junior High School, Grand Forks, N. D., since 1932, died recently of a heart attack; aged 61.

Clinton M. Smith, principal of Rome City High School, Rome City, Ind., died recently at Kendallville, Ind. He was 59 years old.

John R. Baggs, former superintendent of schools of Hancock County, Iowa, for thirty-one years, died at the age of 74.

Ralph C. Jenkins, president of Danbury Teachers College, Danbury, Conn., died of a heart attack. He was 54 years of age.

Walter C. Leyse, secretary of the board of education, Sioux Falls, S. D., since 1935, who died recently of a heart ailment, has been succeeded by Elmer O. Berdahl, former instructor at Washington High School, Sioux Falls.

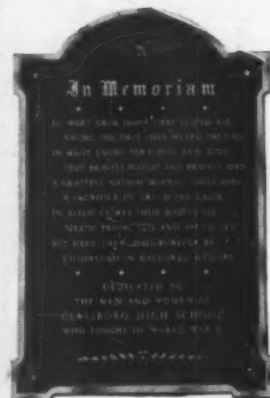
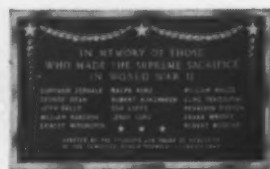
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If you've been in the third grade room lately, you know the typical school odor is pretty bad. The teachers' rest room, too, gets pretty stuffy with cigarette smoke during lunch. Have you any suggestions as to what we could do? B. C.

SOLUTION

Yes, B.C., we have!

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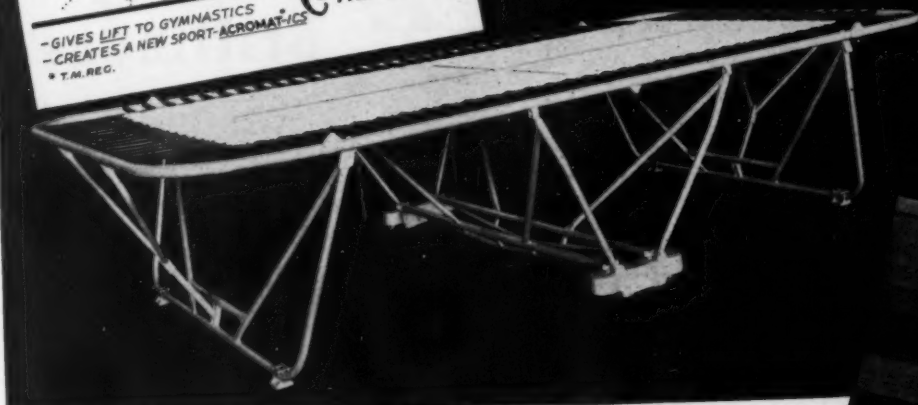
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It really does control odors, and make air seem fresh. Many schools are already using it in class rooms, locker rooms, cafeterias and lavatories. A single easy-to-use wick bottle that holds a pint costs only \$1.50; in dozen lots \$1.35. Refills are surprisingly economical. If your school supply dealer has not yet received his supply, write to W. H. Wheeler, Inc., 7 East 47th Street, New York 17, N. Y.

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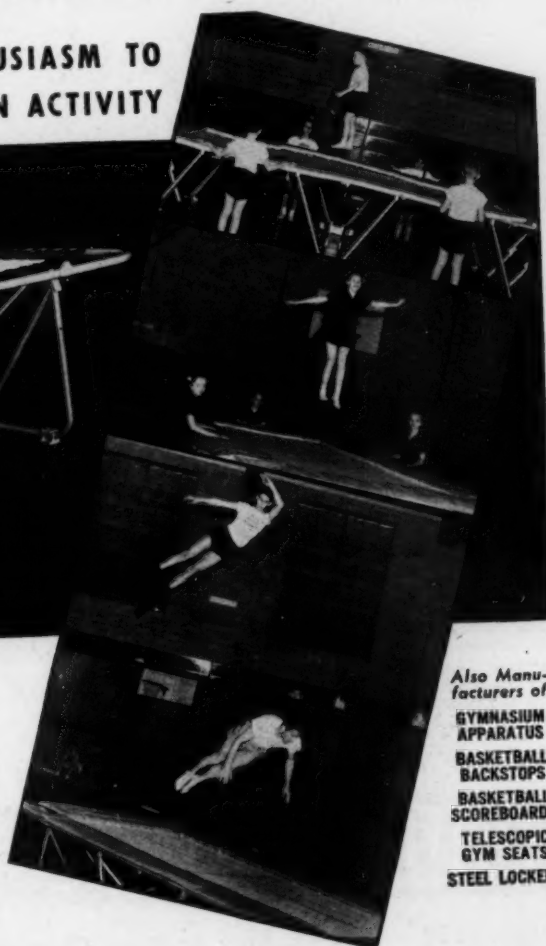
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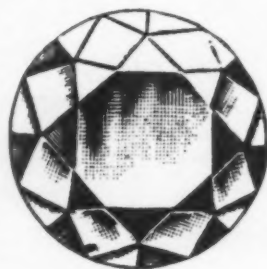
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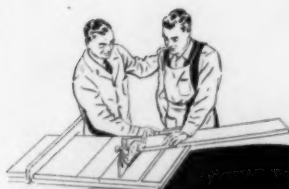


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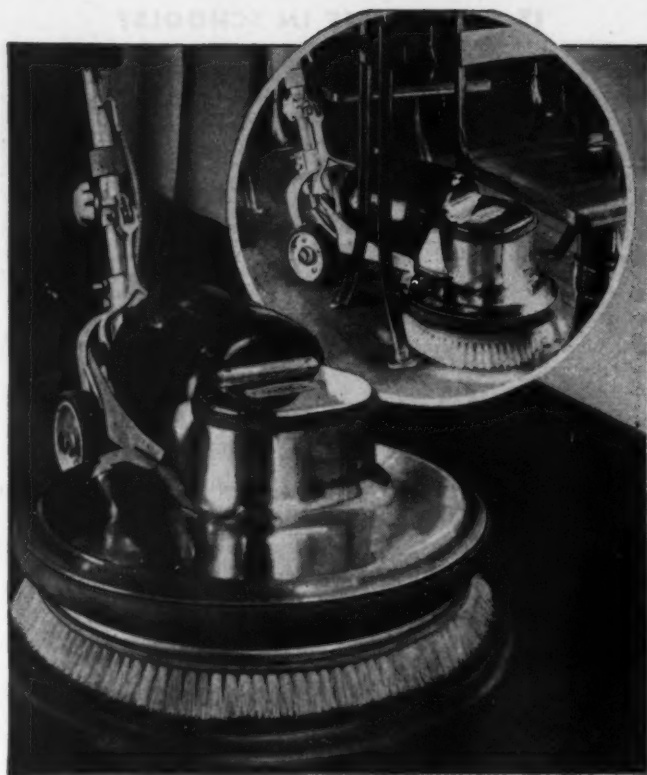
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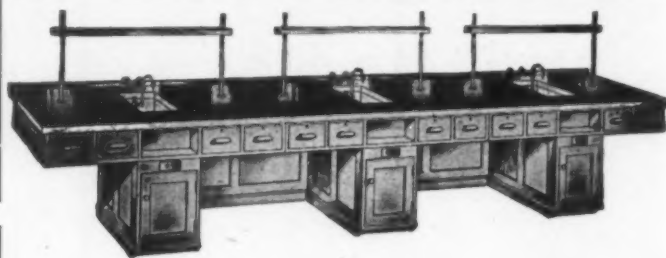
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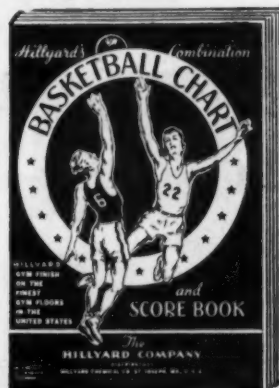
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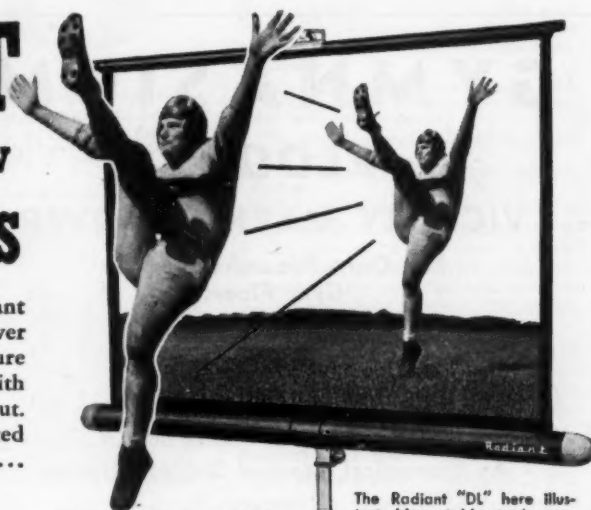
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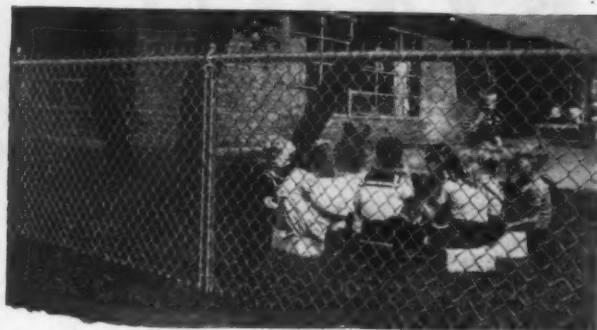


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*The Only Reconditioner for
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An Economical, Magical Dirt and Grease
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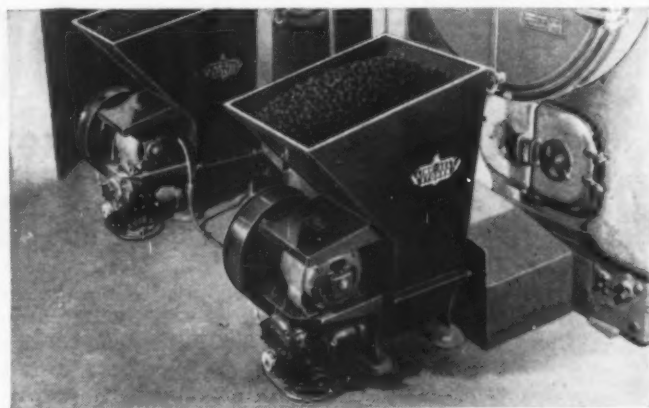
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"Saves 25% in coal cost"

Writes company having Link-Belt stokers in five buildings: "We are saving approximately 25% in our coal cost over the four years that these stokers have been operating which gives us a good return on our investment, plus uniform heat and better satisfied tenants. Our

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Bituminous

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Capacities up to 1200 lbs. per hour coal feed

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PROBLEMS...PLAN TODAY
WITH... **NORCOR**



OUR steel and wood line of portable seating is complete in every respect for it includes auditorium chairs; movable desks; tablet arm chairs; all-purpose chairs; folding auxiliary tables and Juvenile chairs, tables and desks. All seating is correctly postured and form-fitting for greater comfort and better health. Norcor products are designed and constructed for hard usage and long wear. Maintenance and replacement costs are cut to a minimum, with the result that when you buy Norcor, you not only buy the best but a purchase that justifies your judgment both now and in the long run. We invite you to plan with Norcor and consult with us on your seating problems. Write for literature describing our complete school line in detail.

The **NORCOR** *Line*

NORCOR MANUFACTURING CO. • GREEN BAY • WISCONSIN

Practically indestructible — made of plastic impervious to acid in ink.

No parts to separate and become lost or broken — lid is hinged into body of inkwell.

No glass inset to break.



Illustrated here is type No. 48. No. 49 is without flange.

Sengbusch Noiseless School Inkwells

eliminate breakage and replacement costs



Guard before inserting

The guard holds the inkwell firmly in place and prevents it from being pushed out of the desk by books.

Guard after inserting



Two popular styles made for your present desks...

The experience of hundreds of Sengbusch-equipped schools shows that Sengbusch Noiseless School Inkwells help solve your inkwell problems these three ways:

1. They resist all destruction common with many other school inkwells, thus eliminating replacement expense.
2. They minimize ink evaporation, to cut down supply costs.
3. They eliminate annoying, costly ink-stain damage.

Sengbusch Noiseless School Inkwells are available in two styles designed to fit the majority of holes now in desks — for flush-type or protruding-type installations. Easy to install with or without guards. Easy to clean. No corrosion, deterioration, or crumbling.

Equip your desks with Sengbusch Noiseless School Inkwells. The worthwhile savings you enjoy back up your good judgment. Write today for descriptive price list.

Sengbusch Self-Closing Inkstand Co.
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B-1

For teachers' and office desks... Sengbusch Handi-Pen Desk Sets



Everyone in your school system who writes — superintendents, principals, teachers, clerks — appreciates the effortless performance of Handi-Pen. You just pick it up and it writes. Uniform pen-inking. No flooding. No inky fingers. Less refilling — holds up to a year's supply of ink without evaporation waste. Attractive models from \$3.00 to \$12.00.

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Complete Teaching Material

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Calculator Office Practice Course designed for use with standard MONROE ADDING-CALCULATORS. Includes 30-lesson course with six tests, 12-lesson course with two tests, and Teachers' Manual.



Over the years Monroe has developed a wealth of course books and other material that cover the complete teaching of the use of calculating and listing machines in office practice.

The hundreds of Monroe equipped schools that are using this material realize what a vital service Monroe has rendered in preparing and publishing this practical, usable material.

The student who learns Monroe operation and Monroe methods by the use of Monroe machines with these courses, graduates with a specialized skill that has a ready market.

Write our Educational Department for a complete list of this Monroe Educational Material—it will be of real use in planning your business machine courses.

The MONROE EDUCATOR is a regular Monroe Adding-Calculator sold to schools only. The teaching material includes a complete 30-lesson course with six tests. Also Teachers' Manual.



MONROE CALCULATING MACHINE COMPANY, Inc.

EDUCATIONAL DEPARTMENT
Orange, New Jersey

What's New FOR SCHOOLS

The easiest way to get more information about the new products described in this section is to use the postage paid card opposite page 104. Just circle the key number on the card which corresponds with the number in the headline of each item. The NATION'S SCHOOLS will send your request to the manufacturer.

Kitchen Cabinets

NS 243

Aid Administration of School Lunch Program



Of aid in administering the school lunch program is the new Add-A-Unit Harrison Kitchen. The cabinet shown in the accompanying photograph can be installed as a start and additional units can be procured as the program is enlarged.

For home economics departments and for school cafeterias, the company is manufacturing steel equipment consisting of cabinets and tables. For school laboratories, there is a complete line of steel tables with various tops, such as stone, stainless steel, bakelite and linoleum; below the tables are substantially built cabinets with doors and with drawer space.

All of these products are said to be made of the best quality furniture steel, of welded construction, rustproofed and finished in baked synthetic enamel. Of particular interest to administrators weary of "shopping" in today's market is the news that these items can be furnished with reasonable promptness.—Harrison Steel Cabinet Company, 4718 West Fifth Avenue, Chicago 44, Ill.

Mixing Valve for Showers

NS 244

Has Automatic Safety Feature

Many new features are incorporated in the Josam Manufacturing Company's improved scald-preventing Moderator Mixing Valve, a unit designed to assure safety in the use of school showers. One handle, controlling both hot and cold water, delivers cold water first, then tempers slowly to warmer water as the handle is turned toward "hot"; hot water cannot flow if the cold water fails because the hydraulically operated shuttle valve shuts off the hot water instantly.

As all working parts are combined in a "Heart of Valve" unit which is accessible by removing the valve bonnet, maintenance and repair are simple and easy. All working parts of the Josam Moderator Mixing Valve are heat resistant, noncorrosive bronze; all washers are neoprene, built to withstand heat, wear and tear without swelling or distortion; bronze screens protect the "Heart of Valve" on both hot and cold water sides from sediment and other foreign particles.—Josam Manufacturing Company, 379 Empire Building, Cleveland 14, Ohio.

Publication on Sound Systems

NS 245

Lists Basic Standards for Equipment

"School Sound Systems," a report intended to give general information relative to the selection, installation and utilization of school sound equipment, has been prepared by the Joint Committee on Standards for School Audio Equipment, serving at the invitation of Dr. John W. Studebaker, U. S. commissioner of education. Issued by the Radio Manufacturers Association, the booklet represents thinking on the part of both leading radio manufacturers and representative educators working in the field of audio education.

Nontechnical in language, the publication explains what schools may obtain and what specifications should be insisted upon when ordering either complete sound systems or limited installations. In addition, it offers a guide to school architects in designing modern school buildings for the maximum use of school audio equipment.

Single copies of "School Sound Systems" can be obtained without charge from either the Radio Section, U. S. Office of Education, Washington 25, D. C., or the Radio Manufacturers Association; requests for prices on quantity orders should be addressed to the R.M.A. Engineering standards covering various components of sound systems and of particular interest to school architects, purchasing agents and engineers are being developed by the R.M.A. Engineering Department and will be made available without charge as they are released by R.M.A.—Radio Manufacturers Association, 1317 F Street, N.W., Washington 4, D. C.

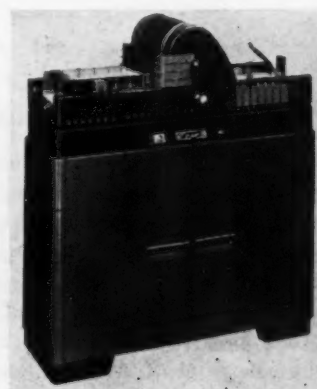
Automatic Stencil Duplicator

NS 246

Features 12 New Exclusive Developments

Described as the "most fully automatic stencil duplicating machine in the world," the Model 250, announced by the Niagara Duplicator Company, features 12 exclusive developments. The machine turns out 250 copies a minute. There are seven additional speeds, ranging downward by steps to 60 copies a minute, and the feed is automatic at all speeds.

Another outstanding feature is a newly developed dual predetermining counter. An auto-accelerating motor drive mechanism regulates the starting speed of the duplicator.



Regardless of the speed, the machine starts printing at a low rate and automatically prints up to the desired printing speed gradually so that there is no strain on the machine in starting. Emphasized as even more important, proper air currents are set up in the paper receiving tray to ensure that the first sheets are stripped properly from the drum.

Model 250 is said to offer for the first time a full length motor drive and storage cabinet which extends the full length of the machine, including the receiving tray. Greater stability is thus provided, rocking or vibration is minimized and the extra length offers greater storage and shelf space. "Hairline registration" makes practical and routine the reproduction of manifold forms, two or more color work, inter-office forms, timecards, postcards, specifications and a great variety of other work.—Niagara Duplicator Company, 128 Main Street, San Francisco 5, Calif.

Electric Record Turntable

NS 247

Announced as Immediately Available

Welcome news in the school field is the DeVry Corporation's announcement of the immediate availability of a new electric record turntable. Operating at two speeds, 33 $\frac{1}{3}$ r.p.m. for transcriptions and 78 r.p.m. for regular records, the turntable is powered by a heavy duty "Green Flyer" motor and instant changeover from one speed to the other is provided. The instrument takes records up to 16 inches in diameter, providing 15 minutes' playing time for each side, and "feather-touch" needle pressure is said to make the records last longer.



Brilliance of tone and lifelike reproduction of voice and speech, free from distortion and objectionable surface noises, are assured by the pick-up and tone arm which embody the latest in design and engineering principles, according to the manufacturer. The turntable is for 105-120 volts, 60 cycle, A.C. operations. Rustproof hardware throughout the case is said to add durability to its attractive appearance.—DeVry Corporation, 1111 Armitage Avenue, Chicago 14, Ill.

Brushless Auto Paint

NS 248

Reported Easy, Inexpensive to Apply

Tiz-Nu, a synthetic brushless paint for automobiles, will be of interest to schools in the maintenance of school buses and other vehicles. An inexperienced person can apply the new paint with a piece of cheese cloth at a cost of less than \$6, it is asserted. The result is said to be equal in appearance to the finest spray and brush work turned out by professional paint shops and even superior in the fact that the new paint dries in one hour to a flint like hardness that cannot peel, crack or crumble. The finish can be waxed or polished, if desired, in a week after the vehicle is painted.—Tiz-Nu Corporation, 673 South Coronado, Los Angeles 5, Calif.

Office Composing Machine

NS 249

Produces Copy for Printing, Duplicating Processes

A completely streamlined office composing machine is the new Vari-Typer which schools will find useful in producing copy for all printing and duplicating processes. This machine uses more than 600 styles and sizes of type in addition to foreign language, special chemical, library, tariff and mathematical types. It is operated from a keyboard similar to that of the standard typewriter.

Automatic justification, controlled by a dial near the center of the operator's vision, produces copy with an



even right hand margin. Type is instantly changeable as is spacing of the characters to the inch. Another feature is the vertical carbon ribbon attachment that feeds a new section of carbon for each impression, giving clear, sharp copy which can be used for photo-offset reproduction or direct to plate duplication.

The new Vari-Typer incorporates 130 new parts involving many new and improved features in the machine's operation. Among the conveniences included in the new model are a paper table for erasures and a stencil light with a switch on the keyboard.—Ralph C. Coxhead Corporation, 333 Avenue of the Americas, New York 14, N. Y.

Kitchen Machinery Series

NS 250

Includes Dishwashers, Burnishers, Vegetable Peelers

A new and improved series of Sterling kitchen machinery, including 11 Sterling Dishwashers, four Sterling Burnishers and nine Sterling Potato and Vegetable Peelers, has been announced by the manufacturer. Literature on each group in the new series is available on request.—The Anstice Company, Inc., 111 Humboldt Street, Rochester 9, N. Y.

Fighting Fires

NS 251

Booklet Answers Questions

"How to Fight Fires and Protect Property" is the title of a new 20 page booklet which graphically explains and illustrates the latest technics in fighting fires with carbon dioxide and other types of fire extinguishers. This handy folder tells what types of fire hazards should be recognized, how to mobilize for fire defense, what is the correct spacing

and bracketing height for various types of fire extinguishers and what are the approved methods of operation. Copies can be obtained free by requesting catalog R-5827 "Fire Protection Handbook."—**Randolph Laboratories, 8 East Kinzie Street, Chicago 11, Ill.**

Magnetic Wire Recording

NS 252

Has Extensive Use in Schools

Magnetic wire recording, which has been adapted for record-reproducing and dictation, is available in two improved and perfected postwar models now in quantity production at the Peirce Wire Recorder Corporation. One is for heavy duty office dictation, transcription and play-back purposes; the other is a portable model for two way air communication. According to Charles P. Peirce, president of the manufacturing company, the demand anticipated for use in business offices has grown to include utilization by teachers in universities, public, private and business schools, and in voice and speech classes.

The features requested by business men and educators have been incorporated in the heavy duty business unit. In recording, remote control permits dictation to the recorder from a distance of 50 to 100 feet; in transcribing, the secretary or typist controls the recorder by a button attached to the typewriter or by a foot pedal; her hands are left free for typing.

In recording, sound is "frozen" magnetically on a thin stainless steel "thread" which comes in reels weighing only a few ounces but having a capacity of sixty-six minutes to more than two hours of continuous recording. Through one microphone, or a mixer controlling four microphones, anything from personal dictation to a training course or even a convention can be recorded.

Messages can be played back as many as 100,000 times without loss of volume or tone quality. The record spools are said to offer a compact and permanent method of filing important statements and they can be mailed or transported. "Wire letters" can be sent immediately upon completion of dictation, thus eliminating any delay for typing.

Recordings can be erased automatically in the process of dictating a correction or in using the wire for a new recording. The durability of the wire is said to be unlimited.—**Peirce Wire Recorder Corporation, 1328 Sherman, Evanston, Ill.**

Bulletin Lists

NS 253

Measurements, Data on Standardized Boilers

"Big Plant" steam generator performance is being offered in a standardized boiler for the first time in the Springfield Type M series, according to the manufacturer. A new bulletin includes a table of measurements and data to aid in selection as well as instructions on how to order. Bulletin No. 746 should be requested.—**Springfield Boiler Company, 1900 East Capitol Avenue, Springfield, Ill.**

Rotary Lock

NS 254

Has Many Advantages for Schools

The Sterling Rotary Lock offers many advantages to schools whenever protection calls for use of an exposed padlock. Made without springs or rivets, this versatile indoor-outdoor padlock cannot jam and, because the round shackle rotates, the strain is on the body and not on the locking piece.

Master keys which will operate a series of 72 Senior or 60 Junior Locks, or any multiple thereof, can be ordered. Identical locks to operate from the same key can be ordered from the factory also. Two keys are furnished and a 9 inch fastening chain can be obtained.

Made of cold rolled steel, cadmium plated, and with brass inner workings, this rotary lock is available in two sizes: 2¼ inches in diameter and 1¾ inches in diameter.—**Sterling Lock Company, 1301-H South Third Street, Minneapolis 4, Minn.**

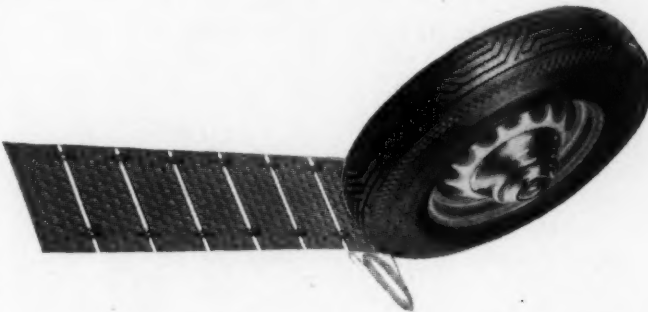


Tire Accessory

NS 255

Assures Traction Regardless of Weather

School buses and trucks will get through in spite of ice, snow, mud, sand and ruts if the vehicles are equipped with Tire-Trac which literally provides an all metal "Half Track." Of *rigid* but *flexible* tractive elements, the plates are two ply steel, electro-welded, rustproof treated before



painting and firmly joined together with sturdy steel links. Upper studs grip the tire tread; lower studs grip the roadway. Offering year round traction insurance for all weather driving, Tire-Trac folds up into a compact unit for convenient carrying.

To pull his bus or truck out of a bad spot, all the driver has to do is open up the Tire-Trac, drop it in front of the wheel, drive onto a firm surface and then replace the Tire-Trac in the tool kit. By means of a cable attachment, easily looped over the bumper, the Tire-Trac follows the truck out of the hazard and the driver does not have to walk in the snow or mud to retrieve it.

The heavy duty model for trucks and buses is double width and is extra heavy, weighing 50 pounds a pair; in road position, the width is 12 inches, the length, 50 inches;

folded for carrying, the dimensions are 8 by 12 by 6 inches a pair. The model for passenger cars and light trucks weighs 6 pounds a pair.—Morton Manufacturing Company, 5105 West Lake Street, Chicago 44, Ill.

Streamlined Duplicating Machine

NS 256

Features Sealed-in-Oil Mechanism



The Red Feather Copy Chief, which features a sealed-in-oil mechanism together with many basically different ideas, was introduced at the National Business Show in New York by means of a specially built model with a

glass window. Through this model, the sealed-in-oil mechanism was visible as was the method of synchronizing each paper handling part with the others.

Beginning with the revolving suction feed, all parts are rotary. These precision features, according to the manufacturer, eliminate sudden tensions and produce exceptionally clean-cut copies with a hairline register.

The inking system has been carefully engineered to provide uniform distribution. The entire drum is inked simply by pouring the ink in the convenient inkwell while the machine is in operation, and a cantilever-constructed inking drum permits changing colors in a few seconds by changing the whole drum. Operation of the Copy Chief is reported to be extremely simple, for only two controls are incorporated and all possible operations are automatic.

Additional information and a descriptive folder are available.—Red Feather Products, Ltd., Redwood City, Calif.

Flushing Gun

NS 257

Of Assistance in Toilet Maintenance

A new all-purpose flushing gun, constructed on the basis that water is incompressible, has been developed by the manufacturer of Miller toilet augers. A sudden release of the trigger delivers a hammer blow of 62½ pounds of water in less than 1 cubic foot of space and, according to rigid tests, definitely



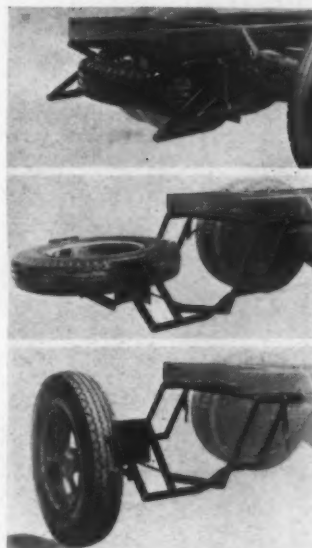
removes all obstacles lodged beyond the vent or stack.

An illustrated circular is available on request.—Miller Sewer Rod Company, 4638 North Central Avenue, Chicago 30, Ill.

Tire Carrier

NS 258

Solves Problem of Lifting Heavy Wheels



Changing of heavy tires on school buses and trucks becomes a one man job with the use of the Ted Tire Carrier. The spare tire and wheel are held in the carrier which is bolted to the chassis frame of the vehicle either at the rear or at the side.

With this carrier, no straining or lifting is necessary to remove the spare and replace the flat; even tilting to an upright position for rolling is done without lifting. To change a tire, the holding clamps are released and the cradle portion of the carrier, holding

the tire and wheel, is pulled out and away from the body of the vehicle to a position where the tire is clear and can be tilted upright while it is still attached to the carrier. The tire then rests on the ground and, when detached from the carrier by the removal of the holding clamp, is rolled to the wheel requiring replacement. The flat is rolled to the carrier and clamped to the cradle while in an upright position after which it is tilted on the cradle swivel to a horizontal position, pushed back under the chassis in a carrying position and securely fastened there with positive clamps that prevent vibration when on the road. It is available in two sizes and with choice of holding down bars—for disk wheel or demountable rim.

Model	Maximum Capacity	Weight
A	8.25—20	72 lbs.
B	11.00—22	93 lbs.

Ted Tire Carriers will be sold through truck dealers.—T.E.D. Corporation, 928 South Flower Street, Los Angeles 15, Calif.

Aluminum Chairs

NS 259

Offer Eye Appeal, Maintenance-Free Service

The General Fireproofing Company's new catalog, "Goodform Aluminum Chairs," will prove helpful to school administrators in making selections for current needs or for future reference when seating problems arise. The eye appeal resulting from the sparkling finish of natural aluminum contrasted with colorful plastic coated fabrics, leather or cloth is not the only pleasing characteristic of this product, according to the catalog.

Made of metal with welded joints, Goodform Aluminum Chairs will not split, splinter, warp or pull apart and are basically designed to be comfortable, it is pointed out. Light in weight, chairs can be moved in quantities and rearranged quickly and efficiently, thus pleasing both user and employee.

In addition to various models of chairs, pictures of which appear in the catalog, the company builds to order any type of custom seating.—The General Fireproofing Company, Youngstown 1, Ohio.

INDEX TO PRODUCT INFORMATION AND ADVERTISEMENTS

HERE IS AN EASY WAY to obtain information about products advertised in this issue or described in the "What's New" pages. Check the convenient card below, tear out and mail—no postage is required.


The publishers of The Nation's Schools offer this free service with the idea that data on products is an essential part of the equipment of the school administrator's office. When we receive the card from you, we immediately pass on your request to each manufacturer whose number has been checked, with the request that he forward further details promptly. Thus, with a single card, you can get information on as many or as few items as you wish.

Also, this card makes it possible to detach without defacing any essential part of the issue.

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CHICAGO, ILL.

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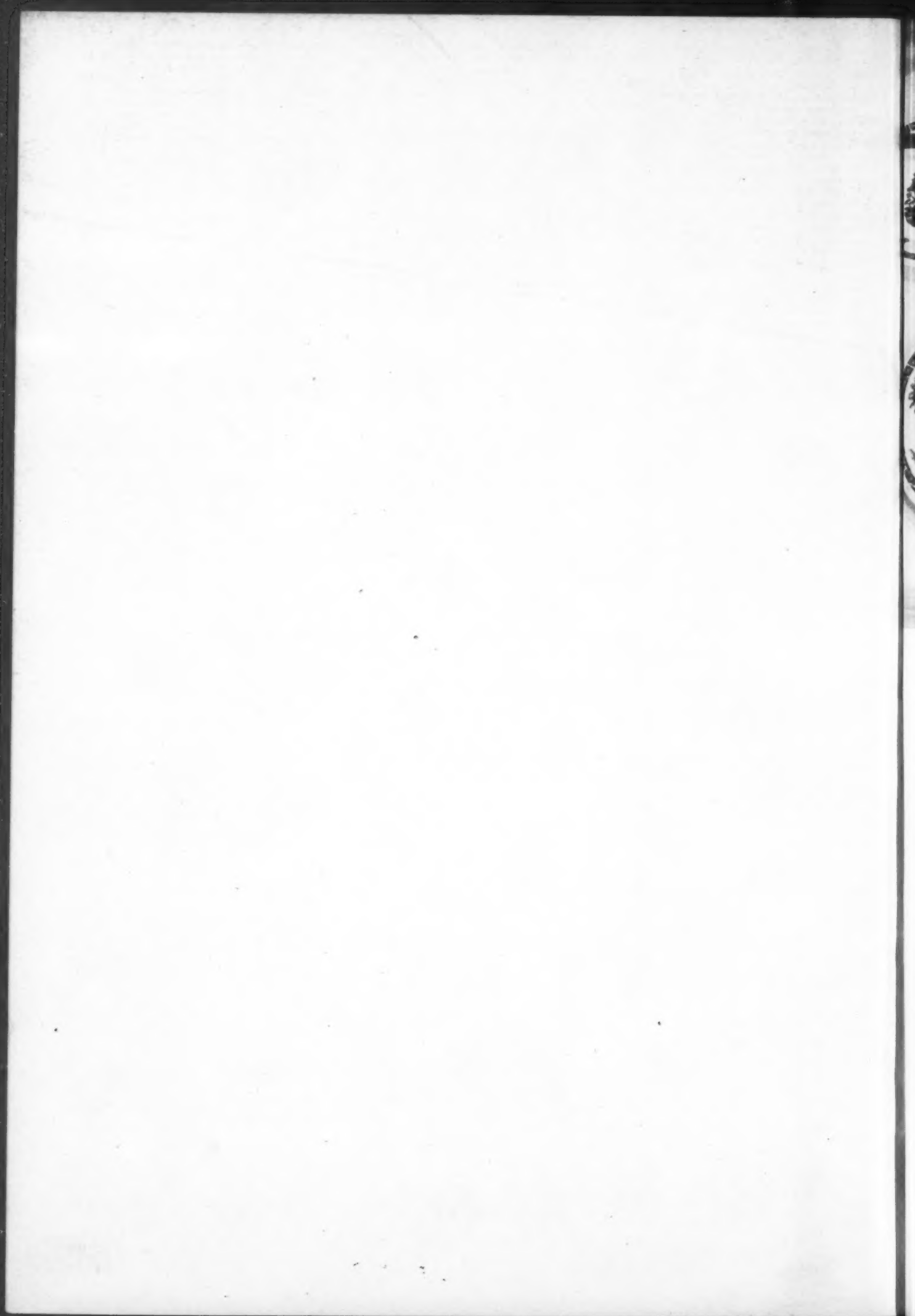
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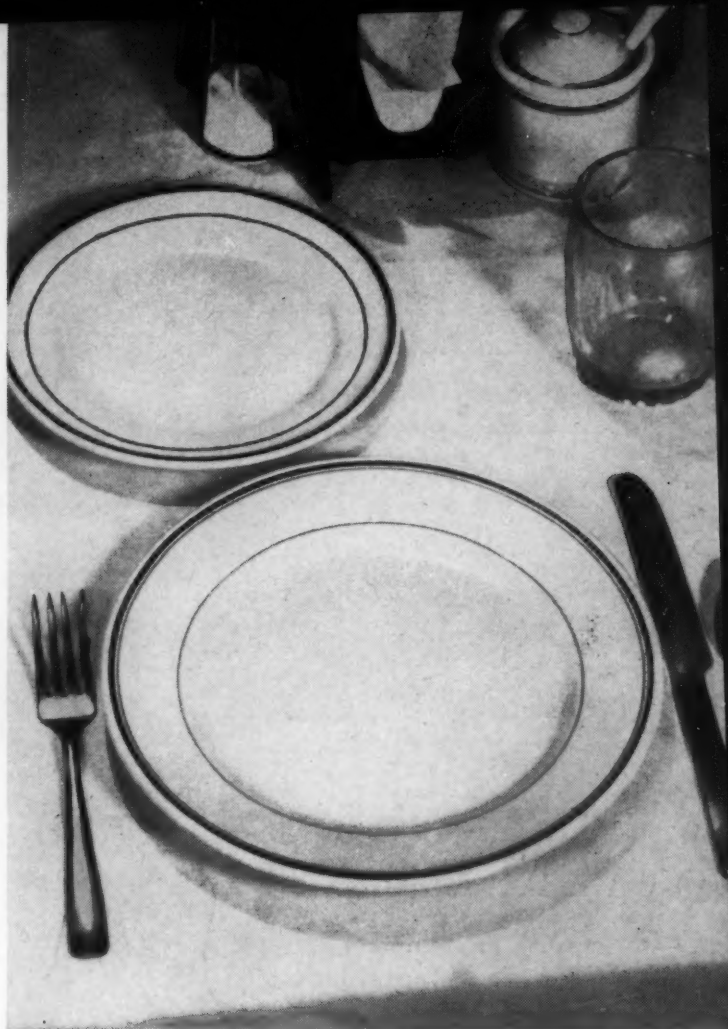
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2 Set-ups... with 2 Sequels

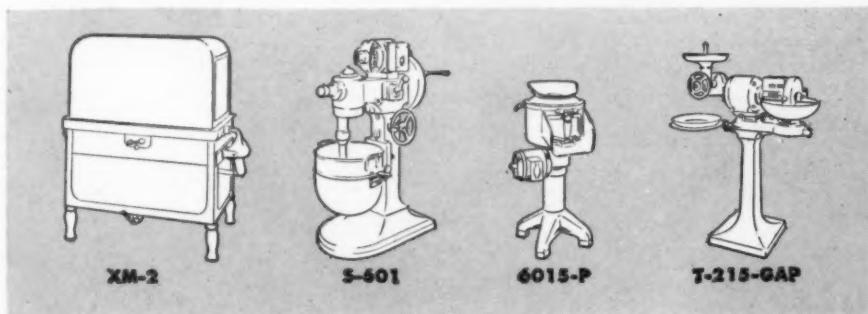
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